

THE INDIAN IN SASKATCHEWAN ELEMENTARY SCHOOL SOCIAL  
STUDIES TEXTBOOKS: A CONTENT ANALYSIS

A Thesis

Submitted to the Faculty of Graduate Studies  
in Partial Fulfilment of the Requirements

for the Degree of  
Master of Education  
in the College of Education  
University of Saskatchewan

by

Jerome Alvin Hammersmith

Saskatoon, Saskatchewan

October, 1971

(c) Copyright, 1971, J.A. Hammersmith



Indian & Northern Educ.



803710

The author has agreed that the Library, University of Saskatchewan, shall make this thesis freely available for inspection. Moreover, the author has agreed that permission for extensive copying of this thesis for scholarly purposes may be granted by the professor or professors who supervised the thesis work recorded herein, or in their absence, by the Head of the Department or Dean of the College in which the thesis work was done. It is understood that due recognition will be given to the author of the thesis and to the University of Saskatchewan in any use of the material of this thesis. Copying or publication or any other use of the thesis for financial gain without the approval of the University of Saskatchewan and the author's written permission is prohibited.

Requests for permission to copy or to make other use of material in this thesis in whole or in part should be addressed to:

Director, Indian and Northern Education Program,  
College of Education,  
University of Saskatchewan,  
SASKATOON, CANADA.

## ACKNOWLEDGEMENTS

The writer wishes to express his appreciation for the assistance and encouragement received over the years from his adviser, Dr. Andre Renaud, O.M.I. He is further indebted to Dr. H. Dhand and Dr. Z. Pohorecky who provided valuable criticism, advice and encouragement during the course of the study.

The writer wishes also to acknowledge the scholarship which he received from the Institute for Northern Studies and the bursary received from the Saskatchewan Department of Education.

Finally, the writer wishes to express his appreciation to his wife, Lynne, without whose assistance and encouragement this thesis could not have been completed.

## ABSTRACT

The purpose of this study was to examine eight elementary school social studies textbooks using the method of content analysis to analyze the treatment of Indians in the books selected for the study.

It was conceded at the outset that not all teaching about Indians is done in social studies programs and not all information about Indians is presented through textbooks. However, it was recognized that the textbook is the basic guide for many teachers and students, and often the single source for historical information presented in social studies courses in elementary school classrooms.

For the purposes of content analysis of the textbooks the guidelines of Berelson for content analysis were used to develop the categories. The procedures developed by Dr. Hargopal Dhand of the University of Saskatchewan, Saskatoon were modified to suit the purpose of this study.

Data Work Sheets and Data Summary Sheets were used to gather and record information concerning frequency of occurrence of paragraphs devoted to Indians in the textbooks, topical classification of the paragraphs, illustrative and decorative features of the textbooks, classification of Indians presented, tribes selected, major topics discussed and approval or disapproval of Indians presented. The data were tabulated in both numerical and percentage form.

A pilot study and validation procedure were carried out with



students and professors of the College of Education, University of Saskatchewan in order to validate the method.

It was found that generally the books analyzed gave an incomplete historical picture of Indian-Canadians. It was also found that Indian themes received low priority in the number and quality of illustrative and decorative features in the books.

Indians were presented in such a manner as to detract from an understanding of the diversity of Indian cultures, languages and personalities. Indians were presented in a manner that lends itself to the encouragement of broad generalizations concerning an extremely wide variety of people that are classified as Indians.

It was also found that there was a lack of variation in the tribes presented; there was a failure to reflect the richness and variety of Indian cultures in Canada; there was a high degree of unfavourable or negative presentation of Indian characters.

For the most part Indians just are not there except for the initial contact with Europeans, the beginning of the fur trade and a brief re-emergence during the Northwest Rebellion of 1885.

It was concluded that for the most part the textbooks analyzed will not contribute positively to helping Indian and non-Indian elementary school students in Saskatchewan know and understand the Indian dimension of Canadian history and culture.

## TABLE OF CONTENTS

|                             | Page |
|-----------------------------|------|
| ACKNOWLEDGEMENTS . . . . .  | iii  |
| ABSTRACT . . . . .          | iv   |
| TABLE OF CONTENTS . . . . . | vi   |
| LIST OF TABLES . . . . .    | ix   |

### CHAPTER

|      |   |    |
|------|---|----|
| I.   | THE PROBLEM . . . . .   | 1  |
|      | 1.1 Introduction . . . . .  | 1  |
|      | 1.2 Statement of the Problem . . . . .  | 4  |
|      | 1.3 Significance of the Problem . . . . .   | 5  |
|      | 1.4 Delimitation of the Problem . . . . .   | 7  |
|      | 1.5 Definition of Terms . . . . .   | 10 |
| II.  | A REVIEW OF THE LITERATURE RELATED TO THE TREATMENT OF<br>THE INDIAN IN TEXTBOOKS AND OTHER WRITTEN MATERIAL AND<br>THE METHODS OF CONTENT ANALYSIS . . . . . | 14 |
|      | 2.1 The Indian in American and Canadian Textbooks . . . . .   | 14 |
|      | 2.2 Related Textbook Studies . . . . .  | 22 |
|      | 2.3 Studies of Popular Literature . . . . .   | 33 |
|      | 2.4 Content Analysis and Communications Media . . . . .   | 40 |
|      | 2.5 Summary . . . . .   | 42 |
| III. | PROCEDURES OF THE STUDY . . . . .   | 44 |
|      | 3.1 The Materials Used . . . . .  | 44 |
|      | 3.1.1 Division level chosen for the study . . . . .   | 44 |
|      | 3.1.2 Sample--textbooks selected for the study . . . . .  | 45 |

| CHAPTER  | Page |
|--|------|
| 3.2 Methods of Data Collection . . . . .                                   | 47   |
| 3.2.1 Content analysis . . . . .   | 47   |
| 3.2.2 Collection of data . . . . .   | 50   |
| 3.3 Analysis of the Data . . . . .   | 54   |
| 3.3.1 Reporting the findings . . . . .                                     | 55   |
| 3.4 The Pilot Study . . . . .  | 56   |
| 3.4.1 Validation of the method . . . . .                                   | 57   |
| 3.5 Organization of the Remainder of the Study . . . .                     | 58   |
| IV. ANALYSIS AND INTERPRETATION OF RESULTS . . . . .                       | 60   |
| 4.1 Presentation of the Data . . . . .                                     | 61   |
| 4.1.1 The number of paragraphs devoted to Indians.                         | 61   |
| 4.1.2 Topical classification of paragraphs . . . .                         | 62   |
| 4.1.3 Illustrative and decorative features<br>devoted to Indians . . . . . | 67   |
| 4.1.4 Classification of Indians presented . . . .                          | 67   |
| 4.1.5 Tribes selected . . . . .  | 71   |
| 4.1.6 Major topics discussed . . . . .                                     | 73   |
| 4.1.7 Approval and disapproval of Indians pre-<br>sented . . . . .         | 73   |
| 4.2 Analysis by Category . . . . .   | 77   |
| 4.2.1 The number of paragraphs devoted to Indians.                         | 77   |
| 4.2.2 Topical classification of paragraphs . . . .                         | 77   |
| 4.2.3 Illustrative and decorative features . . . .                         | 78   |
| 4.2.4 Classification of Indians presented . . . .                          | 78   |
| 4.2.5 Tribes selected . . . . .  | 79   |
| 4.2.6 Major topics discussed . . . . .                                     | 79   |
| 4.2.7 Approval and disapproval of Indians pre-<br>sented . . . . .         | 80   |
| V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .                      | 81   |
| 5.1 Summary . . . . .  | 81   |
| 5.1.1 The problem . . . . .  | 81   |
| 5.1.2 The procedure used . . . . .   | 82   |

| CHAPTER  | Page |
|--|------|
| 5.2 Conclusions . . . . .                                    | 83   |
| 5.3 Recommendations . . . . .                                | 85   |
| 5.4 Other Recommendations . . . . .                          | 87   |
| BIBLIOGRAPHY . . . . .                                       | 90   |
| APPENDIX   |      |
| A DATA WORK SHEETS . . . . .                                 | 98   |
| B DATA SUMMARY SHEETS . . . . .                              | 106  |
| C INSTRUCTIONS TO STUDENTS PARTICIPATING IN THE PILOT STUDY  | 114  |
| D WORK SHEETS USED BY STUDENTS AND VALIDATORS . . . . .      | 117  |
| E PARAGRAPH SELECTIONS . . . . .                             | 121  |
| F PILOT STUDY RESULTS . . . . .                              | 124  |
| G RESULTS OF THE VALIDATION . . . . .                        | 128  |
| H LETTER TO VALIDATORS . . . . .                             | 134  |
| I CORRELATION AMONG VALIDATORS---PERCENTAGE OF AGREEMENT . . | 136  |
| J LIST OF TEXTBOOKS ANALYZED . . . . .                       | 140  |

# LIST OF TABLES

| TABLE   | Page |
|---|------|
| I. Number of Paragraphs Devoted to Indians . . . . .                              | 62   |
| II. Topical Classification of Paragraphs by Number . . . . .                      | 65   |
| III. Topical Classification of Paragraphs by Percentage . . . . .                 | 66   |
| IV. Comparison of Illustrative and Decorative Features by<br>Number . . . . .     | 68   |
| V. Comparison of Illustrative and Decorative Features by<br>Percentage . . . . .  | 69   |
| VI. Total Number of Photos and Illustrations . . . . .                            | 69   |
| VII. Classification of Indians Presented by Number . . . . .                      | 70   |
| VIII. Classification of Indians Presented by Percentage . . . . .                 | 70   |
| IX. Comparison of Tribes selected by Number . . . . .                             | 72   |
| X. Comparison of Tribes selected by Percentage . . . . .                          | 72   |
| XI. Comparison of Major Topics Discussed by Number . . . . .                      | 74   |
| XII. Comparison of Major Topics Discussed by Percentage . . . . .                 | 75   |
| XIII. Comparison of Approved and Disapproved Characters by<br>Number . . . . .    | 76   |
| XIV. Comparison of Approved and Disapproved Characters by<br>Percentage . . . . . | 76   |

## CHAPTER I

### THE PROBLEM

#### 1.1 Introduction

To determine what school children of Saskatchewan learn about Indian-Canadians in the course of their career in elementary school is a complicated task. Certainly Indians receive attention in social studies courses dealing with Canadian history and geography. Presumably, Indians figure in school accounts of world history and in the study of current events. Conceivably, Indians of Canada are sometimes mentioned in lessons in civics, literature, art and music.

This study was arbitrarily limited to the treatment of Indians in a sampling of social studies textbooks dealing with Canadian history and geography used in or recommended for use in elementary classrooms in Saskatchewan. So limited, the study was manageable. Its findings are potentially revealing and significant and provided a basis for specific recommendations. Nevertheless, the limitations of the study should be kept in mind: (1) it ignored a considerable amount of teaching about Indians that is provided in various courses in the elementary school and such teaching that may occur in connection with the teaching of current events; (2) it did not take complete account of provincial or local courses of study, which often supplement or otherwise vary from textbook organization; (3) it did not take account of such teaching about Indians as may be provided, on the initiative of individual teachers or schools or local authorities, in supplementary

or elective courses in Indian history and culture; and (4) it ignored such informal--but highly important--learning about Indians as may result from travel, reading of books, newspapers and magazines, television and radio or movies.

Often, moreover, teachers may supplement textbook assignments with related reading and reports, films and a range of classroom activities. Nevertheless, a textbook is often the basic guide for many teachers and students, and often the single source for what is taught in history units in social studies.

In Saskatchewan, Canadian history and geography portions of the social studies are frequently introduced in the intermediate years in school (in one or more of years IV, V and VI). Courses of study in Saskatchewan usually have fused history, geography and civics under the heading of social studies and in some schools the social studies program is integrated with other subjects, in a variety of patterns and with a wide range of learning experiences.

The province does not prepare, commission the preparation of, or publish textbooks, though their courses of study may influence textbook content and organization. Preparation and publication of textbooks is left to authors and publishing houses. The province of Saskatchewan maintains an approved list<sup>1</sup> from which textbooks are selected, final decision being left to local authorities or individual teachers.

---

<sup>1</sup>Government of Saskatchewan, Circular Related to Textbooks, Department of Education, Regina, July, 1970.

Much of the basis for an understanding of present Indian--non-Indian relations in Canada can be developed in elementary school classrooms, and especially in the courses dealing with the histories of both groups. It is within the province--and indeed it is the responsibility--of classroom teachers, textbook writers and school administrators to see that this understanding is developed. While it was recognized that other factors enter into the teaching of history, and other studies and experiences into the development of cross-cultural understanding, this survey was restricted to an analysis of an arbitrarily selected sampling of textbooks recommended for use in the elementary schools of the province of Saskatchewan as they embody the common denominators of Indian--non-Indian history and relations in Canada.

In this study an attempt was made to measure the amount of information these textbooks contain about Indian-Canadians and Indian--non-Indian relations and to determine to some extent the scope and nature of further study necessary to the development of close and friendly relationships between the two groups.

Material referring to Indian history and to Indian--non-Indian relations was analyzed both as to quantity and quality. This analysis furnished the basis for conclusions and recommendations which, it is hoped, will serve as the foundation for the improvement of textbooks and of teaching about Indian-Canadian and Indian--non-Indian relations.



## 1.2 Statement of the Problem

This study used the methods of content analysis to analyze a selected number of Saskatchewan elementary school social studies textbooks, analyzing their treatment of Indian-Canadians in both quantitative and qualitative terms. To make the study manageable the researcher limited himself to examining the treatment of Indians in a small sampling of textbooks, particularly those dealing with the history and geography of Canada and in which Indian references were likely to appear. A major purpose of the study was to analyze these books closely in order to determine to what extent Indians were presented unfairly, inaccurately or in a manner detrimental to that self-respect which every human being needs in order to take his place in society, as well as to examine to what extent the Indians were present or absent in the textbook presentation of Canadian history.

The major purposes of the study can be outlined as follows:

- 1). to discover the extent to which the textbooks selected for analysis can help the Indian and non-Indian elementary school students of Saskatchewan know and understand the Indian dimension of Canadian history and culture;
- 2). to determine the amount of space allotted to Indian-Canadian themes in the books selected;
- 3). to evaluate the author's treatment of Indian topics in terms of accuracy, fairness or bias and adequacy;

- 4). to detect the omission of pertinent topics relating to Indian-Canadian history; and
- 5). to develop conclusions and recommendations concerning the selection and presentation of materials.

### 1.3 Significance of the Problem

Attitudes and values are among the most important outcomes learned in school for they are important determiners of how the individual reacts to situations and, also, to what he seeks in life. The school, along with the home, through different means, contributes to the development of attitudes and values. It is through textbooks that a society finds one important means of transmitting to a new generation its value system.<sup>2</sup>

If we accept the foregoing statement then it becomes useful for us to examine in some detail the manner in which Indian-Canadians are presented in school textbooks. Since both non-Indian and Indian children will acquire at least a part of their attitude towards Indians from materials presented to them in books, it will be useful for educators to be aware of any possible bias that may exist in books used. The educator should also be on guard against biased books or sections of books and have at his command some means of identifying potential problem areas before they occur.

Dhand further states:

In the preceding three or four decades many attempts have been made to analyze the contents of various communica-

---

<sup>2</sup>Hargopal Dhand, "A Value Analysis of Saskatchewan Social Studies Textbooks," Unpublished Doctoral Thesis, University of Montana, 1967, p. 1.

tions media . . . . Of all the communications media school textbooks have probably had the least attention.<sup>3</sup>

It has been shown that to a very large extent Indian children find school unpleasant, frightening and painful. They find little reason to be interested in school and it hasn't provided the path to jobs many were led to expect from it. There are indications that the Indian child's motivation to do well in school drops during his stay there. Falling behind from the beginning, coming to see themselves as failures, they seldom reach their potential as scholars.<sup>4</sup>

The value orientations, pre-school experiences, out-of-school experiences and accumulated knowledge of Indian children often differs from that of their non-Indian peers. The school takes little or no recognition of and accommodation for the qualities of independence, self-reliance and non-competitiveness which many Indian children commonly bring to school.<sup>5</sup>

Integration of Indian children into provincial schools, designed to facilitate the meeting and merging of differing cultures has largely failed the Indian child./ Joint schools have not recognized the different backgrounds and needs of Indian children, nor have they recognized the fact that Indians are entitled to, by law as well as by historical

---

<sup>3</sup>H. Dhand, op. cit., p. 1.

<sup>4</sup>Harry B. Hawthorn (ed.), A Survey of the Contemporary Indians of Canada, Volume II, Indian Affairs Branch, Ottawa, 1967.

<sup>5</sup>Ibid., p. 7.

understanding, more than equality or similarity of education at this point.<sup>6</sup>

If we accept the earlier statement by Dhand<sup>7</sup> the following statement by Hawthorn lends significance to the need to thoroughly analyze our elementary school textbooks:

The attitudes of White parents and children affect profoundly, perhaps to an equal degree with those of the teacher, the capacity of the Indian child to learn in school . . . . Where can a change begin? Some of our investigations indicate that school administrators and teachers can play a significant role, and it is obvious that they have a responsibility to try to do so . . . .<sup>8</sup>

One of the purposes of this study was to provide administrators, teachers and Indian parents with the type of documented evidence they require if they are going to be effective in changing attitudes.

Although this study was, of necessity, somewhat narrow and limited in its scope, it is suggested here that its findings in terms of conclusions and recommendations can have significance for and serve as bases for further research, and immediate action to resolve some of the problems the study seeks to explore.

#### 1.4 Delimitation of the Problem

As stated earlier this study concentrated on social studies textbooks dealing with Canadian history and geography, recommended for

---

<sup>6</sup> H.B. Hawthorn, op. cit., p. 7.

<sup>7</sup> H. Dhand, loc. cit., p. 1.

<sup>8</sup> H.B. Hawthorn, op. cit., p. 8.

Saskatchewan elementary schools and in which Indian references were likely to appear.

The study did not take into account all textbooks approved for the elementary schools in Saskatchewan nor did it use random sampling methods to select the books for analyses. This study was concerned with the manner in which Indian-Canadians are presented in those textbooks in which they do appear, and not concerned with a simple quantitative analysis of what percentage of recommended texts they appear in.<sup>9</sup>

It is likely that Saskatchewan elementary school children, both Indian and non-Indian, are forming some of their attitudes about Indians from the approved textbooks which deal specifically with Indian-Canadians in specific Canadian historical situations. The purpose here was to try to determine how the Indians are presented and what kinds of attitudes these presentations are likely to evoke. For these reasons the books analyzed were arbitrarily selected by the researcher.

It is useful here to consider the assumptions made by Dhand in A Value Analysis of Saskatchewan Social Studies Textbooks since they apply as much to the treatment of Indians in social studies textbooks as they do to the general population, and to elementary as well as secondary schools.

It is assumed that:

- 1). In a democratic society the human life is regarded as

---

<sup>9</sup>There are an additional fifty-six textbooks listed in the Circular Relative to Textbooks, Department of Education, Regina that could be analyzed using the model developed in this study.

precious, regardless of the human race, creed or ability. The belief in the importance and worth of the individual is one of the treasured heritages of the Canadian society; and the school is responsible for passing this heritage along to its pupils.

- 2). The maximum development of the child's potentialities is the paramount aim of education in Canada. And, the Canadian people want the school to give everyone an opportunity to work toward maximum personal development.
- 3). The school makes a unique contribution to the character development of children, especially the development of social values.
- 4). The textbook is an important tool.
- 5). The field of social studies is of importance in the spectrum of secondary education as its subject matter, as well as its objectives, deals with the people. It is further assumed that the central objective of social studies instruction is the promotion of better citizenship.
- 6). The social studies textbooks should provide pupils with many opportunities to use the steps of problem solving, and they should provide knowledge, understandings, social values, attitudes and skills that the pupils need as citizens. It is further assumed that the opinions and attitudes which reflect the inner feelings, attitudes and overt behavior of pupils are influenced to some extent by their exposure to the contents of the textbooks they study.
- 7). Most, if not all of man's needs and wants can be classified or grouped under the value categories provided by Harold D. Laswell's<sup>10</sup> framework of social values.<sup>11</sup>

The researcher further assumed that:

- 1). Indian-Canadian children, like all other children, are entitled to be presented with an honest, accurate and unbiased history of their ancestors in the textbooks they use in school.

---

<sup>10</sup> Harold D. Laswell, "The Structure and Function of Communication in Society," The Communication of Ideas, Lymon Bryson (ed.). Religion and Civilization Series of the Institute for Religious and Social Studies; Harper and Brothers, New York, 1948, pp. 37-51.

<sup>11</sup> H. Dhand, op. cit., pp. 3-4.

- 2). It is important for all children of Canada to be exposed to an accurate presentation of the Indian dimension of Canadian history and culture.
- 3). Textbooks can be an important vehicle for the improvement of intra and interracial understanding and cooperation among all Canadians.

### 1.5 Definition of Terms

Acculturation - the process of learning the value orientations and behavioral norms of a group different from the one in which the individual was originally socialized.

Assimilation - corresponds to internal cognitive organization, occurring whenever the individual incorporates any stimulus from his environment into his cognitive framework. (Both accommodation and assimilation are explored in Piaget's work.)

Attitude - the evaluative and expressed opinion of individuals about specific topics or events. Attitudes determine motivation, affect the range of alternatives through elimination or extension, and color the general perspectives of individuals. Attitudes are acquired by the child through day to day experiences, observations and contact with significant adults.<sup>12</sup>

Content Analysis - a research technique for the objective, systematic and quantitative description of the manifest content of communications.<sup>13</sup>

---

<sup>12</sup> H.B. Hawthorn, op. cit., p. 107.

<sup>13</sup> Bernard Berelson, Content Analysis in Communication Research, Glencoe, Illinois: The Free Press, 1952, p. 18.

Course of Study - an organized body of subject matter arranged for instruction in a given field of knowledge for a given grade or grades.

Culture - is the totality of behavior, values, attitudes and other characteristics of a given group. A subculture is a distinguished set within another one. Indian cultures can be regarded in two ways:

(a) as cultural entities in themselves and (b) as a subculture of the larger Canadian complex.<sup>14</sup>

Curriculum - the sum total of all the courses and planned experiences which are offered by the school for graduation or certification.

Indian - In this study, the writer will depart from the legal definition and refer to any person of Indian ancestry who lives within the social, cultural and economic referants of a given Indian group. The rationale for this usage of the terms is that a child who looks Indian, lives on or near a reserve or Indian community, is considered to be an Indian by the non-Indians who have daily contact with him. He is treated like an Indian whether he is legally Indian, enfranchised or Metis. Where no differentiation is made between these various groups of people, their school experiences have more in common than not.<sup>15</sup> For the purposes of this study Eskimos will also be included under the term "Indian".

Joint Schools - schools operated under the authority of the Saskatchewan

---

<sup>14</sup>H.B. Hawthorn, op. cit., p. 107.

<sup>15</sup>Ibid., p. 107.



Department of Education and attended by both Indian and non-Indian students with the Department of Indian Affairs and Northern Development paying the capital and operating costs made necessary by the attendance of Indian children through joint agreements made between that department and local school boards.

Personality - an analytical construct, based on the observation of overt behavior (including test-taking behavior), which suggests that internal systematically (but not necessarily logically) organized cognitions and affective relationships influence many overt behaviors in a relatively stable manner.

Program of Studies - an arrangement of a number of courses which are organized in suitable learning units for the purpose of attaining a given set of educational objectives.

Self-concept - the individual's view of himself, derived from taking the role of significant others (those selected persons whose opinions, values, judgements, sentiments and attitudes are influential in shaping the direction of the individual's self-concept, behavioral expectations and value orientation) in social interaction, by means of which he organizes his personality and directs his actions to reciprocate the perceived expectations of others. An individual's self-concept consists of: (1) a view of identity; (ii) attitudes that express personal interests and aversions; (iii) a generalized conceptual scheme for viewing the environment; (iv) knowledge of personal goals and degree of success in achieving prior goals; and (v) a self-evaluation on the basis of comparison with

others and their perceived evaluations.

Self-esteem - refers to the amount of agreement between the child's self-description and his description of an ideal self, such that the higher the agreement level is, the higher the degree of self-esteem.

Social Studies - the social sciences adapted for pedagogical purposes. In schools, the social studies usually consist of geography, history, economics, sociology and civics, and various combinations of these purposes.<sup>16</sup>

Textbook - is a book dealing with a definite subject of study, systematically arranged, intended for use at a specific level of instruction, and used as a principal source of study material for a given course.<sup>17</sup>

Value Orientation - the generalized theme of attitudes represented by the entire complex of the individual's expressions regarding that which is to be valued and the means by which evaluations are to be made; value orientation finds observational expression in each of the behavioral and cognitive choices an individual makes.

---

<sup>16</sup> Edgar Bruce Wesley, Teaching Social Studies in High Schools, Boston, D.C. Heath and Company, 1950, p. 34.

<sup>17</sup> Carter U. Good (ed.), Dictionary of Education, McGraw Hill Book Company Inc., New York, 1959, pp. 567-568.

## CHAPTER II

### A REVIEW OF THE LITERATURE RELATED TO THE TREATMENT OF THE INDIAN IN TEXTBOOKS AND OTHER WRITTEN MATERIAL AND THE METHODS OF CONTENT ANALYSIS

#### 2.1 The Indian in American and Canadian Textbooks

Following the beginning of European colonization, Indian-Canadians were engaged for over three hundred years in attempts to preserve their lives, their homes and their lands. To a large extent, the struggle to do so continues, however, with the signing of treaties Indians withdrew into a special insularity of their own in order to preserve the remnants of their culture and to try to build on it.

Initially the churches and later the federal government began to send Indian youth away from home to attend school. The idea was to assimilate Indians into the main stream of Canadian life. To some extent this was successful and some Indians blended into white society.

However, for the most part Indians were subdued, and not vanquished, not disappearing. Indian traditions and customs still exist and during the past decade have enjoyed significant revival in the arts, music, dances and some religious practices. Most Indians still live on Reserve land.

In recent years, Indians both in Canada and the United States have come to realize that young people, including young Indians, have been learning some strange things about the first citizens; often, they weren't learning anything about them at all. Searching the records, Indians have read distortions about themselves, their history and their

culture. Often the distortions appear in books which young people study as part of their education. To date, Indians have been able to do very little about this and one of the reasons has been that they do not have available to them documented evidence of what they suspect is true of many of our textbooks.

Rupert Costo, in Textbooks and the American Indian<sup>1</sup> says,

Everyone has the right to his opinion. A person has also the right to be wrong. But a textbook has no right to be wrong, or to lie, evade the truth, falsify history, or insult and malign a whole race of people . . . .

. . . . There is a difference between a book for general readership and one accepted for classroom use. In the first case the individual has a choice, and this choice we must protect. The student has no choice. He is compelled to study from an approved book. In this case, we have a right to insist upon truth, accuracy and objectivity.

It seems fair to draw the conclusion that as Jeanette Henry says, "there is a growing interest in the maltreatment of Indians in history books and especially textbooks."<sup>2</sup> It is hardly necessary to expand here on the consequences of such deformed history: the creation or reinforcement of feelings of racial arrogance, and the disgorgement from our schools of students with a warped underst<sup>an</sup>ding of their cultural heritage, with little comprehension of the rapid changes taking place in the world and inadequate intellectual preparation for dealing with the problems of race relations here and abroad.

---

<sup>1</sup> Rupert Costo (ed.), Textbooks and the American Indian, The Indian Historian Press Inc., San Francisco, 1970, 254 pp.

<sup>2</sup> Jeanette Henry, "Our Inaccurate Textbooks," The Indian Historian, Volume I, Number 1, (December, 1967).

Most American history has been written as if history were a function of white culture--in spite of the fact that well into the nineteenth century the Indians were one of the principal determinants of historical events.<sup>3</sup>

On page 13 and 14 of Part 2 of A Survey of Contemporary Indians of Canada, under the heading "Curriculum" the author states:

Some texts continue to include material about Indians which is inaccurate, over-generalized and even insulting. Such texts should be eliminated from the curriculum . . . .

. . . . Where the materials are not already available, schools with substantial Indian enrollments might be able to arrange with adult Indians to provide local Indian materials for the social studies, art, drama and literature sections of the curriculum.<sup>4</sup>

Generally, historians have used four principal methods that have resulted in the creation or perpetuation of false impressions regarding aboriginal North Americans: obliteration, defamation, disembodiment and disparagement.<sup>5</sup>

Vogel further points out that it is unlikely that these methods stem from deliberate malice but that they are more likely the result of myopic concerns for a discipline, lack of familiarity with the rest of the social sciences and assumptions imposed by the cultural background of the historian.<sup>6</sup>

---

<sup>3</sup>Bernard De Voto, Introduction to Joseph K. Howard, Strange Empire, New York, Morrow, 1952, p. 8.

<sup>4</sup>H.B. Hawthorn, op. cit., pp. 13-14.

<sup>5</sup>Virgil J. Vogel, "The Indian in American History Textbooks," in Integrated Education, Volume I, Number 3, May-June, 1968, pp. 16-36.

<sup>6</sup>Ibid., p. 16.

To illustrate the method of obliteration, Vogel points out that for much of American history, the Indian just isn't there and that the chief problem is not so much one of biased presentation as one of no presentation.<sup>7</sup>

Drawing the curtain over unpleasant events in history has, Carleton Beals points out, to some extent molded the American character:

Has not this perhaps led us into demanding no proper accounting from public servants so long as they feed us righteous pap . . . ? Perfect training for later financial plundering . . . the whole ethic of later corporation growth and monopoly--here in the Indian struggle is to be observed the whole American psychology of getting something for nothing, or at most for a little trickery.<sup>8</sup>

Edward Channing heaped praise upon the concern which Christians displayed for the Indians, but his History of the United States says nothing of President Jackson's Indian Policy.<sup>9</sup>

Vogel points out that for some reason Tecumseh, whose efforts to create Indian solidarity were destroyed by Harrison in 1811, has captured the interest of several historians, but almost none of them mention the fate of the Indians in the war of 1812.<sup>10</sup>

In describing the method of disembodiment, Vogel states that the

---

<sup>7</sup>Ibid., p. 16.

<sup>8</sup>Carleton Beals, American Earth, J.B. Lippincott, Philadelphia, 1939, pp. 63-64.

<sup>9</sup>Edward Channing, History of the United States, New York, Macmillan, 1928.

<sup>10</sup>V.J. Vogel, op. cit., p. 18.

school even when it acknowledges the existence of the Indian often does so only as a "sub-human nomad, a part of the fauna belonging to the wilderness yet to be conquered; in short, a troublesome obstacle to be overcome."<sup>11</sup>

The Puritan preacher Cotton Mather is also quoted by Vogel:

We may guess that probably the devil decoyed those miserable savage hither in hopes that the gospel of the Lord Jesus Christ would never come here to destroy or disturb his absolute empire over them.<sup>12</sup>

In 1872, United States Indian Commissioner Francis Walker stated: "With wild men, as with wild beasts, the question of whether in a given situation one shall fight, coax or run, is a question merely of what is easiest and safest."<sup>13</sup>

John Smith urged the enslavement of the "viperous broad", which had earlier, he admitted, saved Jamestown from starvation.<sup>14</sup>

As long as the Europeans could define Indians as a kind of wild animal, it was proper to hunt them as such and several authors describe the offering of bounties for Indian scalps just as for the scalps of wolves.<sup>15</sup>

---

<sup>11</sup> Ibid., p. 18.

<sup>12</sup> Cotton Mather, Magnalia Christi Americana, quoted in Alden T. Vaughn, New England Frontier, Little Brown and Company, Boston, 1965, p. 20.

<sup>13</sup> Francis Walker, quoted in Jack D. Forbes (ed.), The Indian in America's Past, Prentice-Hall, Englewood Cliffs, N.J., 1964, p. 113.

<sup>14</sup> L.G. Tyler (ed.), Narratives of Early Virginia, Scribner's New York, 1907, pp. 37-41.

<sup>15</sup> Emerson Hough, The Passing of the Frontier, Yale University

The image of the Indian as a wild beast in the path of civilization has never died. It was the dominant theme in the treatment of Indians by historians until quite recently. We still see and hear phrases like "Indian menace", "Indian peril", "savage barrier" and "obstacle to settlement".<sup>16</sup>

Vogel also states:

Indian removal, or slaughter, is customarily presented as the inexorable march of civilization displacing savage hunters. The 'primitive hunter' myth is the usual explanation for the triumph of brute force. It appears repeatedly in the refrain that 'the natives did not develop the land'. We deplored the same logic when it was used by Mussolini in Ethiopia. If the right of ownership depended on land use, some wealthy white landowners would today be in jeopardy.<sup>17</sup>

Through the technique of defamation, the school denegrates the Indian, calling attention to faults, ignoring virtues, condemning Indians to a status of inferiority in intelligence and adaptability.<sup>18</sup>

Late nineteenth century historian John Bach McMaster wrote that the Indian "was never so happy as when, in the dead of night, he roused his sleeping enemies with an unearthly yell, and massacred them by the light of their burning homes."

---

Press, New Haven, 1893, p. 134.

M.W. Stirling, in National Geographic Magazine, November, 1937, p. 582.

C. Beals, op. cit., p. 46.

Daniel Boorstin, The Americans. The National Experience, Random House, New York, 1966, p. 127.

<sup>16</sup>V.J. Vogel, op. cit., pp. 18-19.

<sup>17</sup>Ibid., pp. 19-20.

<sup>18</sup>V.J. Vogel, op. cit., p. 20.



He referred to Indian mental attainments which he said, "were quite of a piece with his character. His imagination was singularly strong, his reason singularly weak. He was as superstitious as a Hottental negro and as unreasonable as a child."<sup>19</sup>

The nomad myth is used both in Canada and the United States to deny the validity of Indian land claims when in fact most Indians in North America were less mobile than the current white population.<sup>20</sup>

Vogel raises the question, "How many of us were born where we now live?"<sup>21</sup> He further points out that the Mowhawk village of Caughnawaga, Que., is three hundred years old. Tuscaloosa, Alabama was an Indian village when De Soto came by in 1540. Oraidi, a Hopi village in Arizona, is the oldest continually inhabited place in the United States. Tree ring evidence dates it back to 1100 A.D. Therefore, it is older than Berlin or Moscow.<sup>22</sup>

Vogel has listed disparagement of, or denial of their extensive contributions to our culture as the fourth way Indians are treated unfairly by history texts.<sup>23</sup>

Richard N. Current declares that, "American civilization . . .

---

<sup>19</sup>V.J. Vogel, op. cit., p. 21.

<sup>20</sup>Henry Henshaw, "Popular Fallacies," in F.W. Dodge (ed.), Handbook of American Indians, Bureau of American Ethnology, Bulletin 30, Two Volumes, Washington: Government Printing Office, Volume II, 1907-1910, p. 283.

<sup>21</sup>V.J. Vogel, op. cit., p. 21.

<sup>22</sup>Ibid., p. 21.

<sup>23</sup>Ibid., p. 21.

owed very little to the Aborigines of the New World," and further alleges that "even the most brilliant of the native cultures were stunted in comparison with the growing civilization of Europe. None of the Indians had an alphabet and . . . none had any conception of the wheel."<sup>24</sup>

Besides being wrong, such a statement is very unfair because it does not go on to point out that Europe originally borrowed its wheel and its alphabet, its numerals, many domesticated plants and animals, its gunpowder, compass and printing press. It also ignores those areas in which North American achievements exceeded those of Europe: the calendar of the Mayas; the earlier understanding of the concept of zero by the Mayas; domestication of plants; excellence in surgery and medicine; the discovery of rubber; and the invention of the bulbed syringe, to mention only a few.<sup>25</sup>

In 1964, Mrs. Kenneth Sluman of Winnipeg, completed a brief study of Canadian history and geography textbooks used in Manitoba schools.<sup>26</sup> Her major conclusions are reflected in her summarizing statement:

The cynical observation has often been made--'History is the propaganda of the victors' . . . .

Indians and Eskimos have been exploited, decimated and disinherited. This is as undeniable as it was inevitable. To picture them as fierce and predatory savages; as simple and innocent subhumans; or even just to ignore them as much

---

<sup>24</sup>Richard N. Current, T. Harry Williams and Frank Freidel, American History. A Survey, Second Edition, Alfred A. Knopf, New York, 1966, p. 4.

<sup>25</sup>V.J. Vogel, op. cit., pp. 21-22.

<sup>26</sup>Mrs. Kenneth Sluman, "Submission to the Curriculum Revision Committee, Department of Education," Unpublished Manuscript, Winnipeg, 1964, 19 pp.

as possible may make it easier for us to accept their many tragedies, but if history is to serve the future, such presentations are as impractical as they are immoral.<sup>27</sup>

Carmichael<sup>28</sup> studied units on Indians and their status with respect to: (1) aims most commonly used; (2) grade placement and time allotment; (3) classification of subject matter of the unit; (4) most commonly chosen tribes of Indians for study; (5) major topics discussed; (6) dominant methods employed; (7) activities participated in; (8) outcomes listed; and (9) reference material suggested.

## 2.2 Related Textbook Studies

In 1965, Niemeyer noted that the traditional reading textbook contains nothing for the disadvantaged child to identify with; "he simply isn't there." He adds that the advantaged child is better off.<sup>29</sup>

In the Encyclopedia of Educational Research, Hilton notes that there has been little research done in the textbook field.<sup>30</sup> He quotes Cronback (1955) who noted this fact at that time and went on to say that

---

<sup>27</sup> Ibid., pp. 17-18.

<sup>28</sup> Elizabeth Harlee Carmichael, "An Analysis of the Indian Unit as Found in the Elementary Grades," Unpublished M.A. Thesis, George Washington University, 1932.

<sup>29</sup> John J. Niemeyer, "The Bank Street Readers: Support for the Movement Toward an Integrated Society," Reading Teacher, Volume XVIII, 1965, pp. 542-545.

<sup>30</sup> Ernest Hilton, "Textbooks," Encyclopedia of Educational Research, Fourth Edition, Robert L. Ebel (ed.), The Macmillan Company, London, 1969, pp. 1470-1478.

what had been done was "scattered, inconclusive and often trivial".<sup>31</sup>

Hilton states that this is still the case.

In the same article, Hilton points out that "Textbooks also change as the subject matter of a given subject changes."<sup>32</sup>

Feyman points out that the contents of mathematics had, largely, been developed before 1920, and that the new mathematics involved only a new approach.<sup>33</sup>

Research and study projects now going forward in other subjects are concerned with both subject matter and method, and as useful reports appear, textbooks will reflect them. This is notably true of the current interest in explaining what changes in English subjects should be made on the basis of linguistic studies.<sup>34</sup>

Hilton further points out that the textbook remains one of the dominant influences in education, and that criticism of textbooks seems to fall into three broad areas: (1) that textbooks exert too strongly a conservative influence; (2) textbooks block creativity in teaching or learning; and (3) textbooks are an inadequate substitute for direct experience.<sup>35</sup>

---

<sup>31</sup>Ibid., p. 1470.

<sup>32</sup>E. Hilton, op. cit., p. 1470.

<sup>33</sup>Richard P. Feyman, "New Textbooks for the New Mathematics," California Education, Volume III, 1966, pp. 8-14.

<sup>34</sup>Ibid., p. 14.

<sup>35</sup>E. Hilton, op. cit., p. 1472.

The question of the relationship of the textbook to curriculum uniformity is both an old and a current one. In his comprehensive book on publishing Jovanovich says,

The schools inscribed a pattern, the publishers issued books to fit it, and in that gradual transmutation that became usual over the past half-century, the books made the course as often as the course made the books.<sup>36</sup>

Hilton<sup>37</sup> sees the functions of textbooks as follows: (1) they provide a permanently available store of human knowledge, seldom expressing new knowledge for that is not their function; their function is to make knowledge which does exist available in a selected, ordered way; (2) they are selective and ordered, providing and reflecting some of the bases for structuring a given discipline; (3) unlike a film or a television program, their information is always available; and (4) the different ways in which they are used reflect different points of view about their function, that is, they may be used as the basis for a given course, shaping the core of the course; or several of the "best" texts in a given subject may be used rather than a "basal" textbook.<sup>38</sup>

Henry J. Otto and Frances Flournoy<sup>39</sup> state that since printed

---

<sup>36</sup>William Jovanovich, Now Barabbas, Harper, New York, 1964, 228 pp., p. 56.

<sup>37</sup>E. Hilton, op. cit., p. 1473.

<sup>38</sup>Researcher's quotation marks.

<sup>39</sup>Henry J. Otto and Frances Flournoy, "Printed Materials," in Review of Educational Research, Volume XXVI, (April, 1956), pp. 115-124.

materials are the most accessible and most widely used type of material for the purpose of instruction, one might expect ample and varied research as well as extensive and systematic studies relating to various problems with printed materials. They found that this was not the case and that most emphasis had been placed on readability formulae to determine grade placement.

They further point out that research findings indicate most textbooks are free of intentional bias, however, much unintentional bias is found due to careless wording, omissions and stereotyping, and that finding ways to avoid this is a problem requiring serious attention.

Dhand states that: "Various aspects of the school textbooks have been researched. Few researchers, however, have studied the messages of other printed materials used in schools."<sup>40</sup>

Stamp<sup>41</sup> and others in 1963 made up a panel of historians to study the treatment accorded negroes in American history textbooks used in California public schools. The panel analyzed a total of five books used in grades five and eight as well as two books used in the public high schools of the state. They concluded that the textbooks reflected an unhealthy condition in California education, and that views on racial and sectional themes rejected or modified by historical scholarship were, nevertheless, still reflected in the textbooks.

---

<sup>40</sup>H. Dhand, op. cit., p. 16.

<sup>41</sup>Kenneth M. Stamp and others, The Negro in American History Textbooks, California State Department of Education, Sacramento, June, 1964.

Concern was expressed because historical distortions helped perpetuate and intensify patterns of racial discrimination by reinforcing among whites notions of their superiority and among negroes of their inferiority.

They pointed to the virtual omission of the negro as the greatest defect in the texts examined. It is stated that whites often don't see negroes, but negroes are Americans; their history is part of American history and they need to be "seen" in textbooks.

Another failing of the books which the authors point out is that they play down or ignore the long history of violence between negroes and whites, suggesting that racial contacts have been distinguished by progressive harmony. The writers accuse the books of bland and amoral optimism which implicitly denies the obvious deprivations suffered by negroes. In places the books go further, implying approval for the repression of negroes or patronizing them as being unqualified for life in a free society.

In 1946 thirteen consultants and five reviewers were engaged by the American Council, Institute of Pacific Relations<sup>42</sup> to evaluate the adequacy and accuracy of education about the Far East provided in American Schools. The survey included textbooks at various grade levels throughout elementary and secondary school and a total of one hundred eight books were examined.

---

<sup>42</sup> American Council, Institute of Pacific Relations, Inc.,  
Treatment of Asia in American Textbooks, New York, 1946.

The reviewers concluded that the textbooks were glaringly deficient in their recognition of Asiatic topics. They also found that Asiatic references were so scattered that pupils were not likely to assemble them in any coherent pattern, and that the data was not wisely selected, giving undue emphasis to China.

A certain degree of imperialistic bias was also found in many of the texts, tending to deal with India only as part of the British Commonwealth and the Philippines only as a dependency of the United States. There appeared a tendency to present the story of Asia as the "westernization of Asia".

The authors also point out a tendency to stereotyping through an over-use of such terms as "backward peoples of the Orient", "natives" and "native-ways", "barbarian", "uncivilized".

This study also points out that the major errors are sins of omission rather than commission.

In the area of pictorial aids, illustrations of Asiatic backwardness overbalance illustrations of Asiatic achievements and contributions with too many pictures being from a tourist point of view stressing the exotic, unusual and atypical.

In 1943 a committee of scholars on Latin American studies and education was appointed by the American Council on Education to survey the treatment accorded Latin America in school and college teaching material in the United States.<sup>43</sup>

---

<sup>43</sup>American Council on Education, Latin America in School and



Each author or reviewer was left free to develop his own detailed plan of work which seemed most suited to the material he was surveying, however, each was asked to report on three fundamental questions:

- 1). What material about Latin America do the books actually contain?
- 2). What is your critical evaluation of the material the books contain?
- 3). What suggestions have you (in light of your examination of materials, of scholarship and of practical education possibilities) for the improvement of materials in the field dealt with?<sup>44</sup>

The main conclusions of the study were that:

There was no evidence of conscious and perverted antagonism toward Latin America; the quantity of materials available was not large enough to provide an adequate educational base for widespread understanding of Latin America; there is widespread perpetuation of the "Black Legend",<sup>45</sup> of Spanish colonial ineptitude, cruelty, faithlessness, greed and bigotry; many books and pictures embody unconsciously and frequently, racial prejudices and prejudgements inimical to an understanding of Latin America. There are many erroneous assumptions about negroes and Indians; points of dispute between Latin American and North America are presented much more frequently than are accounts of cooperative and parallel action; cultural products and points of view are not adequately incorporated in basic teaching materials; there is a tendency to overemphasize the picturesque in both words and pictures; political and military aspects tend to be emphasized more than economic and cultural aspects; pictorial materials tend to emphasize the quaint and peculiar.<sup>46</sup>

---

College Teaching Materials, Report of the Committee on the Study of Teaching Material on Inter-American Subjects, Washington, D.C., 1944.

<sup>44</sup>Ibid., p. 22.

<sup>45</sup>a term used by Spanish writers denoting a body of propaganda against Iberian peoples which began in sixteenth-century England.

<sup>46</sup>American Council on Education, op. cit., pp. 27-37.

In 1946, the Canada-United States Committee on Education conducted a study of national history textbooks use in the schools of both countries to determine the extent to which these books helped the people of the two countries to know and understand each other.<sup>47</sup>

The researchers analyzed twenty-three American history textbooks and some of their important conclusions were as follows:

The United States history textbooks tell precious little about Canada, and much of this is done in an unspecific and off-hand manner; the emphasis on the colonial period in Canadian relations with the United States has led authors of American textbooks to ignore almost completely the influence of individuals in Canadian history; this failure to personalize the account of Canada's impact on the United States is reflected with equal clarity in the inadequate use of charts and pictures in any but the first period of Canada's history.<sup>48</sup>

Analysis of thirty Canadian history textbooks for their treatment of the United States yielded the following important conclusions:

The treatment of the early period through the War of 1812 is given a disproportionate amount of space. Little or no attention is given to economic, cultural or social interrelationships as a means of fostering Canadian-American goodwill. Inadequate attention is given to the presentation of geographical background essential to the understanding of Canadian-American relations. Historical developments in the nineteenth and twentieth centuries, following the war of 1812, receive only slight attention relatively.<sup>49</sup>

Dhand<sup>50</sup> pointed out that various deficiencies have been found in

---

<sup>47</sup>The Canada-United States Committee on Education, A Study of National History Textbooks Used in the Schools of Canada and the United States, The American Council on Education, Washington, D.C., 1947, 81 pp.

<sup>48</sup>Ibid., pp. 26-31.

<sup>49</sup>Ibid., pp. 57-58.

<sup>50</sup>H. Dhand, op. cit., pp. 20-21.

the treatment of certain topics, concepts, terms and generalizations in social studies textbooks.

He states that Palmer<sup>51</sup> found that high school history textbooks did not contribute significantly to understanding of social change, and that Krug<sup>52</sup> concluded that the study of the post-Civil War Reconstruction period in United States history textbooks was not consistent with findings of recent historical scholarship and urged that textbooks of this period be rewritten.

He cites the study by Urick<sup>53</sup> who analyzed ten senior high school American history textbooks within the theoretical framework of the reflective approach including its logical and empirical elements, the role of analysis of historical explanations, and the concept of closed areas of American culture. He found that all the texts contained many explanations but the text with the greatest number contained over three times as many explanations as the text with the least number. Further, the texts were highly similar with respect to percentage explanations found to be relevant to each of the closed areas. The bulk of the

---

<sup>51</sup>John R. Palmer, "The Treatment of Social Change in High School History Textbooks," Unpublished Doctoral Thesis, University of Illinois, Urbana, 1960, 245 pp.

<sup>52</sup>Mark M. Krug, "On Rewriting of the Story of Reconstruction in the United States History Textbooks," *Journal of Negro History*, Volume XLVI, July, 1961, pp. 133-153.

<sup>53</sup>Ronald V. Urick, "The Reflective Approach to Social Studies, Education and Historical Explanations in American History Textbooks," Unpublished Doctoral Thesis, Ohio State University, Columbus, 1965, 138 pp.

explanations were found to be relevant to the categories of economics, and forms and functions of government. Relatively few dealt with the categories of race and minority-group relations, religion and morality, social class or sex, courtship and marriage. More than one-fifth of the explanations were not judged to be relevant to any of the six categories.

Awkward<sup>54</sup> in determining the incidence and treatment of human behavior concepts found that in his thirty-book sample there appeared a ratio of about 1:153 in comparing the number of behavioral to non-behavioral paragraphs.

A number of other textbook studies in the areas of interest factors and intergroup understanding have been done.<sup>55</sup>

---

<sup>54</sup>Joseph C. Awkward, "The Incidence and Treatment of Human Behavior Concepts in Upper Elementary Social Studies Textbooks," Unpublished Doctoral Thesis, University of Virginia, Charlottesville, 1964, 127 pp.

<sup>55</sup>Victoria Chew, "Social Sciences Generalizations in Selected Second-Grade Textbooks," Unpublished Doctoral Thesis, University of California, Berkley, 1966, 146 pp.

Robert Henry Ratcliffe, "A Critical Analysis of the Treatment Given Representative Social Science Ideas in Leading Eleventh Grade American History Textbooks," Unpublished Doctoral Thesis, Northwestern University, Evanston, Illinois, 1966, 128 pp.

James Quillen, Textbook Improvement and International Understanding, American Council on Education, Washington, D.C., 1948, 78 pp.

Leonard Milton Kennedy, "The Treatment of Moslem Nations, India and Israel in Social Studies Textbooks Used in Elementary and Junior High Schools of the United States," Unpublished Doctoral Thesis, Washington State University, Pullman, 1960, 170 pp.

Bessie Louise Pierce, Civic Attitudes in American School Textbooks, University of Chicago Press, Chicago, 1930, 382 pp.

Dhand<sup>56</sup> conducted a content analysis study to determine the value orientation of social studies textbooks prescribed by the Department of Education in Saskatchewan for use in public schools. The study analyzed eight grade seven and eight social studies textbooks adopted from 1905 to 1965. He used five points of view as the frame of reference for his study: (1) goal thinking; (2) trend thinking; (3) condition thinking; (4) projective thinking; and (5) alternative thinking. The main problem was to determine how much space within the physical limitations of each textbook examined was given to each value category.<sup>57</sup> He concluded that there is greater emphasis on the values of power and wealth than on any other value and that affection, skill and rectitude were most neglected.<sup>58</sup> He further states that if past and present trends continue, textbooks of the future are likely to be heavily oriented to power and wealth, while it appears that affection, skill and rectitude are likely to continue to receive less attention.<sup>59</sup>

---

A.M. Church, "What Should Americans Know About the Far East," Harward Educational Review, Volume X, October, 1940, pp. 454-465.

Shyama Deodhar, "The Treatment of India in American Social Studies Textbooks 1921-1952," Unpublished Doctoral Thesis, University of Michigan, Ann Arbor, 1954, 284 pp.

Tori Takaki, "The Treatment of Japan and People of Japanese Descent in Senior High School American History Textbooks," Unpublished Doctoral Thesis, University of Michigan, Ann Arbor, 1954, 297 pp.

Vito Peronne, "An Image of America Conceived in Mexico and Argentina Social Studies Textbooks," Unpublished Doctoral Thesis, Michigan State University, East Lansing, 1963, 238 pp.

<sup>56</sup> H. Dhand, op. cit., pp. 2-3 and 81-82.

<sup>57</sup> Ibid., pp. 2-3.

<sup>58</sup> Ibid., p. 81.

<sup>59</sup> Ibid., p. 81.

### 2.3 Studies of Popular Literature

Leechman<sup>60</sup> grouped some of the more important authors who have dealt with Indians under the following headings: (1) early explorers; (2) early missionaries; (3) early settlers; (4) official accounts; (5) school books; (6) the "noble savage" school of Montaigne, Rousseau and other philosophers; (7) the "Red Indian" school of Fenimore Cooper, and his host; (8) the "romantic" school of Longfellow, Pauline Johnson and others; and (9) the "Buffalo Bill" school of the dime novel.

He points out that the Indian has always been seen through the whiteman's eyes and described by the whiteman's pen. His actions and customs are interpreted by relating them to ours, and he adds that a further source of error has been the vagueness of the word "Indian".<sup>61</sup>

Farmer<sup>62</sup> studied the varied attitudes in American literature and noted the changes made toward racial relationships.

She read and reviewed representative authors of various time periods, including fiction, drama, poetry and history. She also drew information from criticisms and reviews of the works of various authors. She found that literary ideals changed with social ideals.<sup>63</sup>

---

<sup>60</sup> Douglas Leechman, "The Popular Concept of the 'Red Indian' as Revealed in Literature," Unpublished M.A. Thesis, University of Ottawa, 1940, pp. 2-4.

<sup>61</sup> Ibid., p. 5.

<sup>62</sup> Freda M. Farmer, "The Changing Attitudes of American Authors Toward Indians," Unpublished M.A. Thesis, Ball State Teachers College, Muncie, Indiana, 1953.

<sup>63</sup> F.M. Farmer, op. cit., p. 42.

Leeds<sup>64</sup> quotes Verrill<sup>65</sup> who states:

The fact is that most of our ideas about Indians have been derived from lurid Wild West literature. It has been the misfortune of the Indian never to be rightly understood. He was born to an unpropitious fate, is the inheritor of many wrongs and has been unable of himself to escape from the complicated difficulties which accelerate his decline. To aggravate these adverse influences, the public estimation of the Indian, resting as it does, upon an imperfect knowledge of his character, and tintured, as it ever has been, with the coloring of prejudice, is universally unjust.

Abbott<sup>66</sup> reviewed one hundred thirty-one items referring to Indian literature and Indians in American literature using the broad categories: (1) Indian History, Customs and Mythology; (2) Indian Stories; (3) Poetry and Oratory; and (4) Dramatic Literature.

She draws no general conclusion, but simply critically reviews the selected works.

Morgan<sup>67</sup> attempted to study the reasons for the revival of Indian primitivism as a subject of popular interest among writers on New Mexico and Arizona since 1915.

He selected distinguished writers from the fields of topography;

---

<sup>64</sup>Josephine Leeds, "Longfellow's Use of Indian Lore," Unpublished M.A. Thesis, Columbia University, 1929.

<sup>65</sup>Hyatt A. Verrill, The American Indian, North, South and Central America, Appleton and Company, New York, 1927.

<sup>66</sup>Hazel B. Abbott, "And What of the Indian? His Literature and His Treatment in Our Dramatic Literature," Unpublished M.A. Thesis, Columbia University, 1924.

<sup>67</sup>Paul Morgan, "The Treatment of the Indian in Southwestern Literature Since 1915; A Study of Primitivisms," Unpublished Doctoral Thesis, University of Texas, 1954.

social structure and political organization; arts and crafts; music, rhythm, song and dance; and religion and mythology.

Huff<sup>68</sup> reviewed twentieth century authors who had dealt with Indian themes, their method of dealing with them and the scope of the subject in its sociological implications.

Corkern's<sup>69</sup> study was to: (1) locate all available books written on the Southwest for primary children; (2) analyze the content and make-up, evaluating these against recognized standards for children's books; (3) determine the extent to which the books were being used; (4) obtain information regarding the popularity of the books; and (5) secure opinions from teachers and librarians regarding the general status of the books they were using.

Her study was confined to: (1) fifty-five children's books; (2) a review of the findings of five studies<sup>70</sup> written for guidance in evaluating children's books; (3) formulation of questionnaires and interpretation of results; and (4) summary of the findings of the study.

Sullivan<sup>71</sup> reviewed and analyzed eleven novels by Cooper and nine

<sup>68</sup> Martha Rebecca Huff, "The Indian Element in Twentieth Century Spanish-American Novels," Unpublished M.A. Thesis, University of Texas, 1940.

<sup>69</sup> Florence Owens Corkern, "An Evaluation of Southwest Books for Primary Children," Unpublished M.A. Thesis, University of Texas, 1940.

<sup>70</sup> Florence E. Bamberger, Fannie Wyche Dunn, W.H. Uhl, Arthur I. Gates and Helen Martin, op. cit.

<sup>71</sup> Cecile G. Sullivan, "The Indian as Treated by Cooper and Simms," Unpublished M.A. Thesis, Yale University, New Haven, Conn., 1925.



by Simms cataloguing and evaluating the manner in which each viewed and presented the Indian. This thesis itself is somewhat biased in that the author does seriously raise the question of whether or not the Indians actually had "any culture", and discusses the treatment of this question by various authors. The work gives the appearance of being more of critical review than a scientific thesis.

Tracy<sup>72</sup> reviews sixty-one plays based on the historical relationships between Indians and settlers, and ranging in themes from plays about mutual interdependence to violent conflict. She points out that to a very large extent the Indian's side of the story was left untold and we have been left with many accounts of cruelty and savagery on the part of the Indians.<sup>73</sup>

It is also pointed out that as memories of Indian wars faded, the Indians appeared transfigured on the stage, however, the earlier portraying hostile relationships between "savages" and colonist seldom varied.<sup>74</sup>

The author states that the Indian was at the centre of interest in drama until the middle of the nineteenth century, but then changing public taste and the desire for novelty brought about his downfall. He finally left the stage in the role of a comic figure.<sup>75</sup>

---

<sup>72</sup>Elizabeth A. Tracy, "The Indian in American Drama, 1766-1856," Unpublished M.A. Thesis, Smith College, Northampton, Mass., 1932.

<sup>73</sup>Ibid., p. (1).

<sup>74</sup>E.A. Tracy, op. cit., p. (ii).

<sup>75</sup>Ibid., p. 115.

Montgomery<sup>76</sup> cites a great deal of interest in the Indian during the first half of the nineteenth century was reflected in the longer works of fiction appearing about Indians at this time. By 1850 attention began to centre on the negro and the Indian was forced out of the picture.

The author reviewed bibliographies; works of history, travel and biography; fictional and critical articles and essays; as well as novels written between 1820 and 1850. Her major findings were:

- 1). most writers felt Indians were superior to negroes;
- 2). most writers seemed afraid of public criticism in dealing with the question of Indian-white compatibility;
- 3). although several writers dealt with interracial marriage, few allowed these marriages to be happy ones;
- 4). Indian women were rarely found in fiction, and the ones who do appear are usually princesses, mothers, wives, sweethearts and heroines who are noted for gentle dispositions, unselfishness and submissiveness;
- 5). among the men, who are by far in the majority, miscreants are represented as being totally depraved, beasts in human form;
- 6). the dimensions of Indian life most shown are of the ultra-heroic type; and

---

<sup>76</sup> Ester Dean Montgomery, "The Indian in American Fiction, 1820-1850," Unpublished M.A. Thesis, State University of Iowa, 1927.

- 7). childhood and home life are subjects which are sadly neglected.

Nelson<sup>77</sup> presents by quotation and paraphrase the character and customs of the Indians as Cooper presented them in his novels. He takes the main headings of Chiefs, Warriors and Women, and breaks them down under various subheadings dealing with political and social organization; economic organization, moral and social values; law and justice; warfare; death; religion, language, song and dance; child rearing and marriage.<sup>78</sup>

He concludes that most of Cooper's generalizations and comments relate to the race as a whole and do not differentiate between individual tribes.<sup>79</sup>

Prewitt<sup>80</sup> reviewed and analyzed two hundred eleven poems between 1806 and 1920, and concluded that there had been five well-marked attitudes concerning the Indian as a poetical figure: (1) the perfect, natural man; (2) the king with a court; (3) the pathetic figure of a vanishing race; (4) furnished a folklore background; and (5) his rituals furnished for poet and philosopher another avenue into natural religion.

Gill<sup>81</sup> traced the change in attitudes toward Indians on the part

<sup>77</sup>Horatia D. Nelson, "Indian Character and Customs Portrayed in the Novels of James Fenimore Cooper," Unpublished M.A. Thesis, The Ohio State University, 1932.

<sup>78</sup>H.D. Nelson, op. cit., p. (iv).

<sup>79</sup>Ibid., p. 169.

<sup>80</sup>Dorothy E. Prewitt, "The North American Indian in English Poetry," Unpublished M.A. Thesis, State University of Iowa, 1923.

<sup>81</sup>Eloise W. Gill, "The Changing Attitude Toward the Indian in

of American writers. She noted a slow, but steady progression toward more human and humane conceptions of the Indians. Starting with "savages" the authors progress to treating Indians as "noble beings", then admit the possibility of some being human, but most "savage" and finally to treatment of Indians as human beings. She notes that the progression is not steady, and that there are several "throwbacks".

Barre<sup>82</sup> points out that Simms gives the reader what is probably the truest portrayal of the Indians. His work is unique in that natives appear mainly on "the dark background of frontier conditions", subjected to a life and death struggle with the white invader.<sup>83</sup>

Raasch<sup>84</sup> quotes George Vaillant:<sup>85</sup>

The question of the character of the American Indian before the conquest is not only of historical interest, but is important for an understanding of modern Mexico. For Aztec civilization died, but the Aztecs still live. Remove the pure-blooded Indian from Mexico and you lose two-fifths of the population; take out those with Indian blood in their veins, and a bare twentieth of the population will remain. The face of Mexico is an Indian face. Yet travel in Mexico and read its history, and you will see, as if in strata, the impress of the

---

American Literature," Unpublished M.A. Thesis, Louisiana State University, 1935.

<sup>82</sup>Elizabeth F. Barre, "A Study of the Indian in William Gilmore Simms' Novels and Short Stories," Unpublished M.A. Thesis, University of South Carolina, 1941.

<sup>83</sup>Ibid., p. 103.

<sup>84</sup>Elaine L. Raasch, "The Character of the Mexican-Indians as Described by Some Sixteenth Century Spanish Writers," Unpublished M.A. Thesis, University of Illinois, 1951.

<sup>85</sup>George C. Vaillant, Aztecs of Mexico, Doubleday, Doran and Company, Garden City, New York, 1941.

colonial period, the republic, the empire of Maximilian, the dictatorship of Diaz and the modern social thinking of the revolution. The Indian civilization you do not see, except for its descendants, who are everywhere, who are the Mexican people. Though their outward aspect and their material and social culture are European, the stamp of the Aztec character is on their minds, just as the masonry of broken Aztec temples is built into the walls of their churches.

#### 2.4 Content Analysis and Communications Media

Early studies using content analysis as a research technique are reported by Berelson<sup>86</sup> who points out the almost exclusive concentration on subject matter categories.

Laswell<sup>87</sup> developed a technique of "symbol analysis" in the thirties, and the technique was used to analyze newspaper contents during World War II.

Content analysis was used in 1947 to analyze contents of the New York Times from 1917 to May, 1946 with regard to new stories and editorials about the Soviet Union.<sup>88</sup>

Major differences between the Soviet and non-Soviet Berlin press were illustrated in the symbol analysis by Davison.<sup>89</sup>

---

<sup>86</sup>B. Berelson, op. cit., p. 22.

<sup>87</sup>H.D. Laswell, Daniel Lerner and Ithiel de Solo Pool, The Comparative Study of Symbols, Stanford University Press, Stanford, 1952, 87 pp.

H.D. Laswell, The Analysis of Political Behavior--Empirical Approach, Rontledge and Kegan Paul Ltd., London, 1949, 314 pp.

<sup>88</sup>M. Kreisber, "Soviet News in the New York Times," Public Opinion Quarterly, Volume XI, Spring, 1947, pp. 26-39.

<sup>89</sup>W.P. Davison, "An Analysis of the Soviet-Controlled Berlin Press," Public Opinion Quarterly, Volume XI, Spring, 1947, pp. 40-57.

By examining news leads appearing on the Associated Press wire, Adams<sup>90</sup> discovered that foreign dateline stories were proportionately less sensational than domestic stories, but the difference was not significant.

An analysis of the North American Service of Radio Moscow was done by Connolly<sup>91</sup> and he found that persuasion was achieved through a method of news presentation that compared and contrasted good news from home with bad news from abroad.

Berelson<sup>92</sup> analyzed the content of newspapers, magazines and radio for their treatment of the 1940 presidential campaign.

In 1946 the results of a study analyzing one hundred ninety-eight short stories in popular magazines were published by Berelson and Slater.<sup>93</sup> They concluded that readers of these stories were continuously exposed, by implication, to prejudices and stereotypes toward minority groups in the United States.

Riley and Riley<sup>94</sup> explored the hypothesis that the opinion of an

<sup>90</sup>John B. Adams, "A Qualitative Analysis of Domestic and Foreign News on the AP TA Wire," Gazette, Volume X, Number 4, 1964, pp. 285-291.

<sup>91</sup>James E. Connolly, "A Rhetorical Analysis of the News of the North American Service of Radio Moscow," Unpublished Doctoral Thesis, University of Minnesota, Minneapolis, 1962, 235 pp.

<sup>92</sup>B. Berelson, op. cit., pp. 41-42.

<sup>93</sup>\_\_\_\_\_ and Patricia J. Slater, "Majority and Minority Americans: An Analysis of Magazine Fiction," Public Opinion Quarterly, Volume X, Spring, 1946, pp. 168-186.

<sup>94</sup>Matilda W. Riley and John W. Riley, Jr., "A Sociological

individual is a function of his group affiliations as it applies to the mass media habits of children. It was found that whether or not the child is a member of a group of other children the same age influences both his choice of media and the meaning the content of the media have for him.

Television viewing was found by Himmelweit, Oppenheim and Vince<sup>95</sup> to consistently influence the outlook of children on their world and to influence their value judgements although there were no consistent tendencies toward aggression or passivity.

The pattern of selection of content in the fiction presented in television, drama, feature movies, magazines, radio serials, crime shows and comic strips from 1900-1960 was described by Goodrich.<sup>96</sup>

## 2.5 Summary

Content analysis studies have examined textbooks, popular literature, drama, poetry, social studies units and the communications media.

More specifically, some studies have concerned themselves with the treatment and presentation of Indians in these various media. However,

---

Approach to Communications Research," Public Opinion Quarterly, Volume XV, Winter, 1951, pp. 445-460.

<sup>95</sup>Hilda T. Himmelweit, A.N. Oppenheim and Pamela Vince, Television and the Child, Oxford University Press, New York, 1958, 522 pp.

<sup>96</sup>Herbert Goodrich, "Man and Society in Mass Media as Revealed by Content Analysis Studies," Unpublished Doctoral Thesis, University of Illinois, Urbana, 1964, 494 pp.

it is only in the last ten years that significant effort has been expended in order to examine the presentation, or lack of presentation, of a variety of minority groups in social studies textbooks. More recently some authors have begun to concentrate specifically on the treatment of Indians and Indian themes in such textbooks.

Past studies have developed a variety of techniques and criteria in the field of content analysis and this study has drawn on existing works for the development of its criteria and categories.



## CHAPTER III

### PROCEDURES OF THE STUDY

#### 3.1 The Materials Used

##### 3.1.1 Division level chosen for the study

The materials chosen for analysis are social studies textbooks approved for use in Division II, Years I, II and III of the Saskatchewan Elementary Curriculum Guide.<sup>1</sup> The titles of the books selected appear in the Circular Relative to Textbooks.<sup>2</sup>

Hawthorn<sup>3</sup> points out that: "Samples taken throughout the provinces show that approximately 80% of Indian children repeat grade one. Many Indian children repeat grade one three times . . . ."

It follows that the majority of Indian children will go through Division II of the elementary school program and this was the first reason for selecting texts from that level.

A second reason was that in Division II a substantial portion of the social studies program is devoted to the history and geography of Canada and North America under the following unit headings:

Year I - "Eskimos" - Topic 2

---

<sup>1</sup>Government of Saskatchewan, Elementary School Curriculum Guide for Division II, Department of Education, Regina, 1965.

<sup>2</sup>                    , Circular Relative to Textbooks for Elementary and High Schools, Department of Education, Regina, 1970.

<sup>3</sup>H.B. Hawthorn, op. cit., Volume II, p. 130.

Year II - "The Geography of Canada" - Topic 2

"Early Exploration and Settlement in the East" -  
Topic 3

"Early Exploration and Settlement in the West" -  
Topic 4

"Life in Canada Today" - Topic 5

"Saskatchewan Today" - Topic 6

Year III - "Life in Early American Colonies" - Topic 2

"Life in the United States Today"<sup>4</sup> - Topic 3

A third reason was that in Division I, partly because of less ability in reading skills, less emphasis is placed on gaining information presented in textbooks.

### 3.1.2 Sample--textbooks selected for the study

In choosing books for analysis it is helpful to keep in mind the criteria of Budd, Thorp and Donohew<sup>5</sup> who point out that in content analysis titles have rarely been selected by random sampling methods; in most cases they are selected purposively. This, of course, limits the studies to specific problems and they suffer somewhat in their power to generalize.

It is further pointed out that the findings of most content analysis studies will probably be expressed in the terms of relative

---

<sup>4</sup>Government of Saskatchewan, op. cit., pp. 175-188.

<sup>5</sup>R.W. Budd, R.K. Thorp and L. Donohew, Content Analysis of Communications, the Macmillan Company, New York, 1967.

frequency of occurrence of some unit such as the column inch, item, paragraph, theme or key word. The selection of one of these units over another for expressing the findings depends on the purpose of the study and the kind of content being analyzed.<sup>6</sup>

For the purpose of this study those textbooks dealing with Canadian history and geography which appear both in the Division II Curriculum Guide,<sup>7</sup> and the Circular Relative to Textbooks,<sup>8</sup> and which are likely to have Indian themes were chosen. All were selected from under the heading "Books to Read" in the curriculum guide and none were taken from under the heading "Teachers' References".

In all, the following eight textbooks were included in the present analysis:

Book Number

- |    |  |
|----|--|
| 01 | Quinn, Vernon. <u>Picture Map Geography of Canada</u> , Longman Canada Limited, Toronto, 1954.                           |
| 02 | Kidd, Kenneth E. <u>Canadians of Long Ago</u> , Longman Canada Limited, Toronto, 1951.                                   |
| 03 | Guillet, Mary, and Edwin Guillet. <u>Pathfinders of North America</u> , Macmillan, Toronto, 1957.                        |
| 04 | Reid, Ernest H. <u>Canada, Land of the Beaver</u> , School Aids Publications Limited, Saskatoon, 1951.                   |
| 05 | Weekes, Mary. <u>Great Chiefs and Mighty Hunters</u> , School Aids and Textbook Publishing Company Limited, Regina, N.D. |

---

<sup>6</sup> Ibid., pp. 18-19.

<sup>7</sup> Government of Saskatchewan, op. cit., pp. 175-192.

<sup>8</sup> \_\_\_\_\_, op. cit., pp. 7-8.

## Book Number

- 06 Stull, D., and Roy W. Hatch. Journeys Through Many Lands, Allyn and Bacon, New York, 1958.
- 07 Brown, G.W. Readings in Canadian History, J.M. Dent and Sons (Canada) Limited, Toronto, 1940.
- 08 Garland, Aileen. Canada--Then and Now, Macmillan, Toronto, 1954.

## 3.2 Methods of Data Collection

This study used the guiding principles of Berelson<sup>9</sup> and the research methods suggested by Budd, Thorp and Donohew.<sup>10</sup> It also used some of the categories of Bamberger,<sup>11</sup> Gates<sup>12</sup> and Carmichael.<sup>13</sup>

## 3.2.1 Content analysis

The method of content analysis used in this study was defined previously as a research technique for the objective, systematic and quantitative description of the manifest content of communication.

Berelson provides six distinguishing characteristics of content analysis:

- 1). it applies only to social science generalizations;
- 2). it applies only, or primarily, to the determination of

---

<sup>9</sup>B. Berelson, op. cit., pp. 72-73 and 176-177.

<sup>10</sup>R.W. Budd, R.K. Thorp and L. Donohew, op. cit., pp. 23-25.

<sup>11</sup>F.E. Bamberger, op. cit.

<sup>12</sup>A.I. Gates, op. cit.

<sup>13</sup>E.H. Carmichael, op. cit.

the effects of communications;

- 3). it applies only to the syntactic and semantic dimensions of language;
- 4). it must be "objective";
- 5). it must be systematic; and
- 6). it must be quantitative.<sup>14</sup>

Berelson also gives three general assumptions which apply to all studies of content analysis:

- 1). content analysis assumes that inferences about the relationship between intent and content or between content and effect can validly be made, or the actual relationships established;
- 2). content analysis assumes that studies of manifest content are meaningful; and
- 3). content analysis assumes that the quantitative description of communication content is meaningful.<sup>15</sup>

A number of criteria, each of which could serve as the basis for stratification to use for the selection of titles are suggested by Berelson:

- 1). geographic areas;
- 2). types of presumed audiences;
- 3). editorial direction;

---

<sup>14</sup>B. Berelson, op. cit., p. 15.

<sup>15</sup>Ibid., pp. 18-20.

- 4). size or importance;
- 5). ownership and control; and
- 6). time of issue.<sup>16</sup>

Danielson and Mullen suggest four criteria for basic space units:

- 1). they must be large enough to yield meaning;
- 2). they must be small enough not to contain too many meanings;
- 3). they must be easily identifiable; and
- 4). the total number of units must be easily ascertainable for sampling purposes.

The present study attempted to satisfy these criteria. The study also attempted to satisfy the following criteria of Berelson:

- 1). content analysis proceeds in terms of what is said and not in terms of why-the-content-is-like-that (e.g., "motives") or how people react, (e.g., "appeals" or "responses"). He gives three reasons: (i) the low validity of the analysis since there can be little or no assurance that the assigned intentions and responses actually occurred, in the absence of direct data on them; (ii) the low reliability of such analysis, since different coders are unlikely to assign material to the same categories of intention and response with sufficient agreement; and (iii) the possible circularity

---

<sup>16</sup>Ibid., pp. 176-177.

involved in establishing relationships between intent and effect on the one hand, and content on the other, when the latter is analyzed in terms of referring to the former;

- 2). the categories should be defined so precisely that different analysts can apply them to the same body of content and get the same results; and
- 3). all relevant content must be analyzed in terms of all relevant categories and analyses must be designed to secure data relevant to a scientific problem or hypothesis.<sup>17</sup>

### 3.2.2 Collection of Data

This study used the paragraph as the basic unit of measurement for the quantitative analysis. Pictures, illustrations, approval and disapproval were used for qualitative analysis. It was recognized that paragraphs vary in length, however, the assumption was made that deviations were likely to equalize themselves.

For identification purposes each book was numbered as stated previously in this section.

Sluman had identified specific episodes or periods in Canadian history in which there is in most history texts reference at some length to Indian people.<sup>18</sup> Since these episodes concentrate on Indian-white

---

<sup>17</sup>B. Berelson, op. cit., p. 20.

<sup>18</sup>Mrs. K. Sluman, op. cit., p.1.

relations it was considered useful to use them to analyze the treatment given Indians by the books under investigation. The episodes are:

(1) Introductions to the Native Peoples of Canada; (2) The Contact with Cartier; (3) Champlain's Alliance with the Hurons and Algonquins--The Beginning of Enmity between the French and Iroquois; (4) The Jesuit Martyrs; (5) The Founding of Ville Marie; (6) The Attack on La Chine; (7) The Iroquois as United Empire Loyalists; (8) The War of 1812; (9) Moraviantown; (10) The Selkirk Settlers; (11) The Red River Rebellion; (12) The Arrival of the Northwest Mounted Police in Western Canada; (13) Treaty Making with the Western Indians; and (14) The Rebellion of 1885 (Northwest Rebellion).<sup>19</sup>

In addition the study attempted to identify the extent to which Indians were mentioned and how they were treated, in each of the books analyzed, after the Northwest Rebellion and the signing of Treaties with the Western Indians.

The study also attempted to determine: (1) the comparative space given by topic to Indian, non-Indian themes in the books analyzed; (2) inside and decorative features of Indian references in the books; (3) percentage of space given to Indians; (4) approved and disapproved Indian characters; (5) grade or division-level placement of the book; (6) classification of the Indians presented, that is, are they tribes, types, famous characters or not specifically classified; (7) tribes

---

<sup>19</sup>Ibid., pp. 2-18.



selected, that is, percentage of Canadian tribes and percentage of Saskatchewan tribes; and (8) major topics discussed.

The following abbreviations were used for the topical classifications of paragraphs:

- P - Pre-contact
- C - contact with Cartier
- Ch - alliance with Champlain and French-Iroquois enmity
- VM - the founding of Ville Marie
- CB - the Coureur De Bois
- L - the attack on La Chine
- U - Iroquois as United Empire Loyalists
- 1812 - the War of 1812
- M - Moraviantown
- S - the Selkirk Settlers
- RR - the Red River Rebellion
- MP - contact with the Northwest Mounted Police
- T - treaty making with the western Indians
- 1885 - the Rebellion of 1885
- Pr - 1885 to the present
- O - other

The following abbreviations were used for the major topics discussed in the paragraphs analyzed:

- S - shelter
- F - food

- C - clothing
- T - transportation
- W - war and weapons
- R - religion
- To - tools
- E - education
- Co - communication
- A - art
- G - government
- Da - domestic animals
- M - money
- Me - medicine
- Ag - agriculture
- L - legends and literature
- Q - qualities of character
- Ma - manners
- Mu - music
- Oc - occupation
- Oth - others

The recent booklet by Pohorecky<sup>20</sup> was used to determine whether Indian groups or individuals mentioned are Saskatchewan Indians or not. The classification was restricted to the five tribes represented in Saskatchewan today, that is, Cree, Assiniboine, Saulteaux Chipewyan and Sioux.

---

<sup>20</sup> Zenon Pohorecky, Saskatchewan Indian Heritage I., The First

The classifications outlined by Jenness<sup>21</sup> were used to determine whether the groups or individuals were Canadian Indians or not.

### 3.3 Analysis of the Data

From the Data Summary Sheets the following information was obtained for each of the books analyzed:

- 1). Total number of paragraphs in each book.
- 2). Total number of paragraphs devoted to Indians.
- 3). Percentage of paragraphs devoted to Indians.
- 4). Total number of paragraphs devoted to each topical classification.
- 5). Percentage of paragraphs devoted to each topical classification.
- 6). Number and quality of photographs illustrations devoted to Indians.
- 7). Percentage of photographs and illustrations devoted to Indians.
- 8). Number of paragraphs classifying Indians under each of the classification categories.
- 9). Percentage of paragraphs classifying Indians under each of the classification categories.

---

Two Hundred Centuries, University of Saskatchewan, Extension Division, Saskatoon, 1970, p. (ii).

<sup>21</sup> Diamond Jenness, The Indians of Canada, National Museum of Canada, Bulletin 65, Anthropological Series Number 15, Third Edition, Ottawa, 1955.

- 10). Number of Saskatchewan, Canadian, unidentified and other tribes selected.
- 11). Percentage of Saskatchewan, Canadian, unidentified and other tribes selected.
- 12). Number of paragraphs falling into each of the major topic categories.
- 13). Percentage of paragraphs falling into the major topic categories.
- 14). Number of paragraphs treating Indians as approved, disapproved or ambiguous.
- 15). Percentage of paragraphs treating Indians as approved, disapproved or ambiguous.

The percentage method of making comparisons was used to make the analysis more meaningful. The percentage values were arrived at as follows:

$$\frac{\text{total number of paragraphs devoted to Indians} \times 100}{\text{total number of paragraphs in the book}}$$

In the same way percentage values were determined for each of the other categories.

### 3.3.1 Reporting the findings

Two points, described by Dhand<sup>22</sup> were kept in mind in reporting the findings of this study: (1) to report the findings in such a way as

---

<sup>22</sup>H. Dhand, op. cit., p. 38.

to minimize erroneous or unwarranted interpretations of them; and (2) to present the report in such a way as to maximize the use of its findings.<sup>23</sup>

Each textbook was reported individually from the Data Summary Sheets. This was done in the form of tables followed by commentary and interpretation.

The final chapter of the study presents a summary of the research findings and conclusions, and a list of recommendations based on the research findings and conclusions.

### 3.4 Pilot Study

Before taking up the work involving qualitative analyses in this study, it was felt that the framework for the qualitative analyses should be tested. The categories involved here were: (1) topical classification of paragraphs; (2) classification of major topics discussed; and (3) approval or disapproval of the Indians presented in the paragraphs.

This pilot study was modelled after the method used by Dhand.<sup>24</sup>

Fifteen undergraduate students in the Indian and Northern Education Program, College of Education, University of Saskatchewan, Saskatoon, were invited to participate in this pilot study. All were teachers with

---

<sup>23</sup>Marie Jahoda, Morton Deutsch and Stuart W. Cook, Research Methods in Social Relations, Part One and Two of the Society for Psychological Study of Social Issues, Two Volumes, The Dryden Press, New York, 1951, 759 pp.

<sup>24</sup>H. Dhand, op. cit., p. 39.

at least one year of experience in Indian and Northern schools and who were majoring in Indian and Northern Education. Three of the participants were Treaty Indians. These students were not, in any way, aware of the categories of this study. The coding system was fully explained to them, and the researcher was present while the paragraphs were coded. Questions were answered before the coding was undertaken.<sup>25</sup>

Eight paragraphs were selected for the pilot study and these were the same paragraphs coded by the validators and by the researcher.<sup>26</sup>

The extent of agreement among the fifteen coders, and the researcher, compared to the codings of the judges used for validation purposes indicated that the procedure and criteria could be employed, and the method was considered practical.<sup>27</sup>

#### 3.4.1 Validation of the method

Dhand<sup>28</sup> quotes Janis, Jadner and Janowitz regarding factors pertaining to reliability of the method employed in this type of research:

To a large extent, reliability is a function of (a) the precision with which the rules of content analysis (that is, the definitions of the categories) are set up and (b) the ease with which discriminations can be made between the types of content specified by the rules.<sup>29</sup>

---

<sup>25</sup>See APPENDICES C and D for instructions to students participating in the pilot study.

<sup>26</sup>See APPENDIX E for paragraphs selected for the pilot study.

<sup>27</sup>See APPENDIX F for pilot study results.

<sup>28</sup>H. Dhand, op. cit., p. 40.

<sup>29</sup>Irving L. Janis, Raymond H. Fadner and Morris Janowitz, "The

Five judges were selected to serve as a panel in the validation of the coding procedure used in this study.<sup>30</sup> Two were graduate students in the Indian and Northern Education Program and three were instructors in the Indian and Northern Education Program, all three of whom were graduates of the Program.

A copy of the paragraph selections along with instructions for coding was given to each of the validators who coded the paragraphs without consulting each other.<sup>31</sup>

The codings of the validators were matched against each other and against the coding of the researcher to find out the percentage of agreement.<sup>32</sup>

Comparisons were made among the coding of the fifteen students, the five validators and the investigator's own coding of the paragraphs. The extent of agreement indicated that it was practical to use this procedure in the completion of the study.

### 3.5 Organization of the Remainder of the Study

The remainder of the study is organized as follows:

CHAPTER IV: presents the findings of the study in tabular and

---

Reliability of a Content Analysis Technique," Public Opinion Quarterly, Volume VII, Summer, 1943, p. 294.

<sup>30</sup> See APPENDIX H for the letter to validators.

<sup>31</sup> See APPENDIX G for results of the validation.

<sup>32</sup> See APPENDIX I for correlation among validators.

pictorial form along with appropriate explanations.

CHAPTER V: contains a summary of the report and the conclusions and recommendations reached from the study.



## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF RESULTS

CHAPTER IV is devoted to the presentation, analysis and interpretation of the results of the study. This chapter concerns itself with the findings which were obtained from the Data Summary Sheets used to summarize the data gathered on the Data Work Sheets.

TABLE I deals with each of the eight textbooks analyzed in terms of the numerical and percentage occurrence of Indian-oriented paragraphs in the textbook. The percentage presentation has been used as well as the numerical one with the expectation that this will make comparison more meaningful.

TABLES II and III are concerned with the Topical Classification of the paragraphs analyzed. In this case the Numerical and Percentage presentations appear in separate tables. It was felt by the investigator that due to the amount of data to be presented it would facilitate greater clarity of presentation if the numerical and percentage portions of the data were separated.

This is likewise true for TABLES IV, V and VI which present the data concerning Decorative and Illustrative features in the textbooks.

In a similar manner TABLES VII and VIII present the data regarding Classification of Indians presented.

TABLES IX and X present the numerical and percentage data regarding the tribes selected for inclusion in the books analyzed.

The major topics or themes discussed in each of the paragraphs

analyzed are presented numerically and by percentage in TABLES XI and XII, respectively.

TABLES XIII and XIV deal with the findings of the study regarding whether the Indians presented in the paragraph are seen as being approved, disapproved or are presented in such a manner that there is ambiguity regarding the above two choices.

#### 4.1 Presentation of the Data

##### 4.1.1 The number of paragraphs devoted to Indians

TABLE I presents the total number of paragraphs contained in each textbook analyzed, the number of paragraphs devoted to Indians and the percentage of paragraphs devoted to Indians.

The much larger percentage of Indian content in Books 02 and 05 is due to the fact that these books are exclusively or nearly exclusively about Indians.

It can be seen from TABLE I that Book 08 has the second-lowest proportion of content related to Indians. This book is a comprehensive historical outline of the development of Canada from the coming of the Norsemen up to, and including 1954.

From the data in TABLE I it was calculated that the eight textbooks analyzed contain an average of 25.3 percent Indian content, however, if Books 02 and 05 were removed from the list, the average amount of Indian content was 17.1 percent.

TABLE I  
Number of Paragraphs Devoted to Indians

| Book No. | Total Number of Paragraphs | Number of Paragraphs Devoted to Indians | Percentage of Paragraphs Devoted to Indians |
|----------|----------------------------|---|---|
| 01       | 431                        | 82                                      | 19.0  |
| 02       | 454                        | 452                                     | 99.6  |
| 03       | 822                        | 202                                     | 24.6  |
| 04       | 565                        | 116                                     | 20.5  |
| 05       | 477                        | 477                                     | 100.0                                       |
| 06       | 408                        | 29                                      | 7.1   |
| 07       | 1024                       | 219                                     | 21.4  |
| 08       | 1156                       | 194                                     | 10.1  |

#### 4.1.2 Topical classification of paragraphs

TABLES II and III indicate the main historical categories into which the paragraphs analyzed in the eight textbooks fall. It should be noted that there is a high number of paragraphs classified under "others" in the right-hand columns of TABLES II and III. As stated in CHAPTER I, it was necessary to select some specific episodes in Canadian history in

which it can be expected that Indian references will appear. It is not possible in a study of this nature to give consideration to all possible categories. It was necessary for the investigator to select those which could be expected to give an initial, sound indication of the degree, nature and extent of Indian references in the textbooks analyzed. The investigator does feel that an explanation and some clarification is in

order. In the compilation of data for TABLES II and III the following list of additional categories were noted by the investigator: settlement in New England; La Salle; De Soto; Pizarro; Cortes; New Mexico; Arizona; South America; Kelsey; Hudson's Bay Company; North West Company; Alexander MacKenzie; Peter Pond; Alexander Henry; the fur trade; the west coast; La Verendrye; missionaries; the prairies; the Rockies; California; Texas; Florida; Jamestown; Lewis and Clark; Captain Cook; Captain Vancouver; The Mississippi; New Orleans; David Thompson; Simon Fraser; Oregon; Sir Walter Ralleggh; Frobisher; Franklin; Hudson; Hearne; Vikings; Caribou Gold Rush; Klondike Gold Rush; Puerto Rico; Incas; Mayas; Aztecs; Virginia; Indian place-names; Whalers; Columbus; Drake; whiskey trading; treaties other than those with the Western Indians; migration from Asia; physical appearance; metis; and so on. This list is by no means exhaustive, however, for the purpose of this study and an analysis of TABLES II and III it may be useful to keep in mind that these are some of the categories that have been placed under the heading "others".

TABLES II and III indicate that in none of the eight textbooks analyzed was there any mention of La Chine, Indian involvement in the war of 1812 or Moraviantown. The founding of Ville Marie was mentioned in

only nine paragraphs of Book 08 and was not found in any of the other books. Similarly the Iroquois as United Empire Loyalists were mentioned in only one paragraph of Book 04 and three paragraphs of Book 08.

References to Indian contact with Lord Selkirk and the Selkirk settlers were found in only three of the books with Book 04 having two paragraphs concerning it, Book 05 seven, and Book 08 two.

TABLES II and III indicate that Indian references were most frequently found in connection with Pre-contact information (Books 01, 02 especially and with some references in all but Book 06); Champlain and the founding of New France (Books 03, 04 and 07), but with mention in all but Books 05 and 06. Contact with Cartier received some mention as well in all books with the exception of 05 and 06, however, the largest portion of Indian references accorded that category was 11 percent in Book 01. Book 02, dealing almost exclusively with Indians contained 95.4 percent of its Indian references in relation to the Pre-contact era. This is the emphasis of the book and it made only slight references to Cartier's arrival (1.2 percent) and the present (see TABLES VIII and IX).

It will also be noted from TABLES II and III that Book 05 which dealt exclusively with Indian references gave only 9.4 percent of its space to Pre-contact information. The bulk of the references in Book 05 are from the nineteenth century on with the most frequently mentioned categories being the North West Rebellion in 1885 (25.1 percent), 1885 to the present (10.0 percent) while "others" make up 36.6 percent of its content.

TABLE II

## Topical Classification of Paragraphs by Number

| Book<br>No. | Number of Para-<br>graphs Devoted<br>to Indians | P   | C  | Ch  | VM | CB | L | U | 1812 | M | S | RR | MP | T  | 1885 | Pr | O   |
|-------------|---|-----|----|-----|----|----|---|---|------|---|---|----|----|----|------|----|-----|
| 01          | 82  | 43  | 9  | 4   |    |    |   |   |      |   |   |    |    |    |      | 18 | 8   |
| 02          | 452   | 436 | 5  | 1   |    |    |   |   |      |   |   |    |    |    |      | 5  | 5   |
| 03          | 202   | 8   | 13 | 34  |    | 17 |   |   |      |   |   |    |    |    |      |    | 130 |
| 04          | 116   | 13  | 7  | 43  |    |    |   | 1 |      |   | 2 |    |    |    |      |    | 42  |
| 05          | 477   | 45  |    |     |    |    |   |   |      |   | 7 | 13 | 11 | 59 | 120  | 48 | 174 |
| 06          | 29  |     |    |     |    |    |   |   |      |   |   |    |    |    |      | 29 |     |
| 07          | 219   | 1   | 10 | 108 |    | 6  |   |   |      |   |   |    |    | 4  |      |    | 90  |
| 08          | 194   | 17  | 15 | 23  | 9  | 21 |   | 3 |      |   | 2 | 14 | 9  |    | 11   | 5  | 65  |

TABLE III

## Topical Classification of Paragraphs by Percentages

| Book No. | Number of Paragraphs Devoted to Indians | P    | C    | Ch   | VM  | CB   | L   | U  | 1812 | M | S   | RR  | MP  | T    | 1885 | Pr    | O    |
|----------|---|------|------|------|-----|------|-----|----|------|---|-----|-----|-----|------|------|-------|------|
| 01       | 82                                      | 52.4 | 11.0 | 4.9  |     |      |     |    |      |   |     |     |     |      |      | 21.9  | 9.8  |
| 02       | 452                                     | 95.4 | 1.2  | 1.0  |     |      |     |    |      |   |     |     |     |      |      | 1.2   | 1.2  |
| 03       | 202                                     | 4.0  | 6.4  | 16.8 |     | 8.4  |     |    |      |   |     |     |     |      |      |       | 64.4 |
| 04       | 116                                     | 11.3 | 6.0  | 37.1 |     | 6.9  |     | .9 |      |   | 1.7 |     |     |      |      |       | 36.1 |
| 05       | 477                                     | 9.4  |      |      |     |      |     |    |      |   | 1.5 | 2.7 | 2.3 | 12.4 | 25.1 | 10.0  | 36.6 |
| 06       | 29                                      |      |      |      |     |      |     |    |      |   |     |     |     |      |      | 100.0 |      |
| 07       | 219                                     | .5   | 4.7  | 49.3 | 2.4 |      |     |    |      |   |     |     |     | 1.8  |      |       | 41.3 |
| 08       | 194                                     | 8.8  | 7.7  | 11.9 | 4.6 | 10.8 | 1.6 |    |      |   | 1.0 | 7.2 | 4.6 |      | 5.7  | 2.6   | 33.5 |

#### 4.1.3 Illustrative and decorative features devoted to Indians

TABLES IV and V present the distribution and nature of illustrative and decorative features in the books analyzed. The numerical quantity of photos and illustrations of various colors and sizes dealing with Indians is given in TABLE IV. TABLE V presents these illustrative and decorative features as a percentage of the total number of each color and size which appears in the book. For purposes of clarification, TABLE VI presents the total number of photos and illustrations of each type and size appearing in each of the books.

Again it is noted that Books 02 and 05 are devoted almost exclusively to Indians and they showed the highest frequency of occurrence of Indian themes in their photos and illustrations. Book 02 contained 100 percent Indian-oriented photos and illustrations while Book 05 was somewhat lower.

#### 4.1.4 Classification of Indians presented

TABLES VII and VIII summarize the character classifications of the Indian presented in each of the paragraphs analyzed. TABLE VII shows a numerical comparison while TABLE VIII presents the same data in percentage form.

The analysis of TABLES VII and VIII indicated that in all the books reviewed, with the exception of Book 05, Indians were most often presented as a tribe or simply as "Indians" or "natives". In the latter case they were coded as not classified. Book 05 indicated a greater range in classification than any of the others, however, it dealt



TABLE IV

Comparison of Illustrative and Decorative Features by Number

| Book No. | Black and White Photograph (1) | Color Photograph (2) | Black and White Illustration (3) | Color Illustration (4) | Small Photograph (5) | Full Page Photograph (6) | Double Page Photograph (7) | Small Illustration (8) | Full Page Illustration (9) | Double Page Illustration (10) |
|----------|--------------------------------|----------------------|----------------------------------|------------------------|----------------------|--------------------------|----------------------------|------------------------|----------------------------|-------------------------------|
| 01       |                                |                      | 1                                |                        |                      |                          |                            | 1                      |                            |                               |
| 02       |                                |                      | 42                               |                        |                      |                          |                            | 30                     | 12                         |                               |
| 03       |                                |                      | 18                               |                        |                      |                          |                            | 16                     | 3                          |                               |
| 04       | 7                              |                      | 4                                |                        | 5                    | 2                        |                            | 4                      | 3                          |                               |
| 05       | 13                             |                      | 6                                |                        | 5                    | 8                        |                            | 3                      | 3                          |                               |
| 06       | 13                             | 6                    |                                  |                        | 19                   |                          |                            |                        |                            |                               |
| 07       |                                |                      | 1                                |                        |                      |                          |                            | 1                      |                            |                               |
| 08       |                                |                      | 18                               | 2                      |                      |                          |                            | 17                     |                            | 3                             |

TABLE V

Comparison of Illustrative and Decorative Features by Percentage

| Book No. | 1    | 2 | 3     | 4   | 5    | 6    | 7 | 8     | 9     | 10 |
|----------|------|---|-------|-----|------|------|---|-------|-------|----|
| 01       |      |   | 4.6   |     |      |      |   | 7.7   |       |    |
| 02       |      |   | 100.0 |     |      |      |   | 100.0 | 100.0 |    |
| 03       |      |   | 19.0  |     |      |      |   | 21.3  | 13.6  |    |
| 04       | 10.5 |   | 7.1   |     | 9.1  | 16.2 |   | 12.5  | 11.1  |    |
| 05       | 76.5 |   | 66.7  |     | 62.5 | 88.9 |   | 100.0 |       |    |
| 06       | 8.1  |   | 16.7  |     | 9.5  |      |   |       |       |    |
| 07       |      |   | 7.1   |     |      |      |   |       |       |    |
| 08       |      |   | 13.4  | 6.3 |      |      |   | 11.1  | 18.8  |    |

TABLE VI

Total Number of Photos and Illustrations

| Book No. | 1   | 2   | 3  | 4  | 5   | 6  | 7 | 8   | 9  | 10 |
|----------|-----|-----|----|----|-----|----|---|-----|----|----|
| 01       |     |     | 22 |    |     |    |   | 13  | 9  |    |
| 02       |     |     | 42 |    |     |    |   | 30  | 12 |    |
| 03       |     |     | 95 | 5  |     |    |   | 75  | 22 | 2  |
| 04       | 67  |     | 56 |    | 55  | 12 |   | 32  | 27 |    |
| 05       | 17  |     | 9  |    | 8   | 9  |   | 6   | 3  |    |
| 06       | 161 | 45  | 3  | 11 | 201 | 5  |   | 2   | 7  | 4  |
| 07       | 4   | 14  |    |    |     |    |   |     |    |    |
| 08       |     | 134 | 32 |    |     |    |   | 150 |    |    |

TABLE VII

## Classification of Indians Presented by Number

| Book No. | Tribe | Type | Famous Character | Chief | Warrior | Woman | Child | No Classification |
|----------|-------|------|------------------|-------|---------|-------|-------|-------------------|
| 01       | 53    | 1    | 3                | 2     |         |       | 1     | 22                |
| 02       | 187   | 19   | 4                | 8     | 2       | 19    | 3     | 210               |
| 03       | 58    |      | 9                | 5     |         |       |       | 130               |
| 04       | 52    |      |                  |       | 1       |       |       | 63                |
| 05       | 48    | 12   | 63               | 196   | 9       | 2     | 2     | 120               |
| 06       | 17    |      |                  |       |         |       |       | 12                |
| 07       | 74    | 2    |                  | 15    | 14      | 13    | 4     | 97                |
| 08       | 64    | 5    | 19               | 12    |         |       |       | 94                |

TABLE VIII

## Classification of Indians Presented by Percentage

| Book No. | Tribe | Type | Famous Character | Chief | Warrior | Woman | Child | No Classification |
|----------|-------|------|------------------|-------|---------|-------|-------|-------------------|
| 01       | 64.6  | 1.3  | 3.7              | 2.4   |         |       | 1.3   | 26.7              |
| 02       | 41.5  | 4.3  | .9               | 1.8   | .4      | 4.3   | .7    | 46.5              |
| 03       | 28.7  |      | 4.5              | 2.5   |         |       |       | 64.3              |
| 04       | 44.7  |      |                  |       | .0      |       |       | 54.3              |
| 05       | 10.3  | 2.5  | 13.5             | 42.9  | 1.9     | 1.8   | 1.8   | 25.3              |
| 06       | 58.6  |      |                  |       |         |       |       | 41.4              |
| 07       | 34.8  | .9   |                  | 6.9   | 5.5     | 4.9   | 1.8   | 45.2              |
| 08       | 32.8  | 2.6  | 9.8              | 6.3   |         |       |       | 48.5              |

specifically and exclusively with Indians, Indian leaders and chiefs in a biographical way. Books 02 and 05, the only two dealing exclusively with Indians, were the only textbooks of the eight analyzed which presented Indians in all of the eight categories selected. Even so, Book 02 showed a strong tendency toward presenting people as either tribe or "Indians", with 41.5 percent of the paragraphs falling under the classification of tribe and 46.5 percent falling under "no classification".

#### 4.1.5 Tribes selected

TABLES IX and X indicate whether the Indians presented in the paragraphs analyzed were identified as belonging to Saskatchewan Indian tribes, Canadian tribes and other tribes. If they were not positively identified, they were coded as "unidentified".

The data are presented in numerical form in TABLE IX, and with corresponding percentage values in TABLE X.

TABLES IX and X indicate that only Book 05 contained a majority of references (74.9 percent) to Indian groups presently in Saskatchewan. Books 02, 04 and 07 showed a predominance of paragraphs about Indians in which the people were presented as "Indians" or "natives", and thereby came under the unidentified category. The percentage values for the unidentified category for these three books were 50.5, 51.7 and 60.9, respectively. Books 03 and 08 also had a high number of unidentified groups, showing 40.1 percent and 47.5 percent, respectively, in this category.

TABLE IX

## Comparison of Tribes Selected by Number

| Book No. | Saskatchewan | Canada | Other | Unidentified |
|----------|--------------|--------|-------|--------------|
| 01       | 17           | 41     | 3     | 21           |
| 02       | 34           | 195    | 0     | 223          |
| 03       | 13           | 49     | 59    | 81           |
| 04       | 9            | 38     | 9     | 60           |
| 05       | 357          | 17     | 1     | 75           |
| 06       | 0            | 17     | 12    | 0            |
| 07       | 13           | 75     | 0     | 131          |
| 08       | 20           | 80     | 2     | 92           |

TABLE X

## Comparison of Tribes Selected by Percentage

| Book No. | Saskatchewan | Canada | Other | Unidentified |
|----------|--------------|--------|-------|--------------|
| 01       | 20.7         | 50.0   | 3.7   | 25.6         |
| 02       | 7.4          | 42.1   | 0.0   | 50.5         |
| 03       | 7.6          | 24.2   | 28.1  | 40.1         |
| 04       | 7.8          | 32.7   | 7.8   | 51.7         |
| 05       | 72.1         | 5.5    | .8    | 16.6         |
| 06       | 0.0          | 58.6   | 41.4  | 0.0          |
| 07       | 4.8          | 34.3   | 0.0   | 60.9         |
| 08       | 10.3         | 41.2   | 1.0   | 47.5         |

#### 4.1.6 Major topics discussed

In TABLES XI and XII the data were analyzed with respect to the major topics presented in each paragraph devoted to Indians. TABLE XI presents this data in numerical form while TABLE XII gives the percentage values for each topic.

From the data compiled in TABLES XI and XII it was shown that the books varied significantly in their topical emphases regarding the presentation of Indians. The tables indicate some common threads in all of the eight books analyzed. None of them made any reference to domestic animals; tools, education, communication, art, government, medicine, agriculture and music received little or no attention in most of the books. The same was true for legends although they did receive greater attention than any of the other topics in Books 01 and 02 and 7.8 percent of the space in Book 05.

The tables also indicate that war and weapons were the major topics most often appearing in the paragraphs analyzed.

#### 4.1.7 Approval and disapproval of Indians presented

In TABLES XIII and XIV the data gathered regarding approval, disapproval or ambiguity in the presentation of Indian individuals and groups is dealt with.

Books 01, 02 and 05 indicated a high percentage of favourable presentation of Indian themes, and only Books 03, 04 and 08 showed greater disapproval than approval. However, all of 03, 04, 06, 07 and 08 indicated a substantial amount of disapproval of Indians and Indian

TABLE XI

Comparison of Major Topics Discussed by Number

| Book No. | S  | F  | C  | T  | W  | R  | To | E  | Co | A  | G  | Da | M  | Me | Ag | L  | Q  | Ma | Mu | Oc | Oth |
|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 01       | 8  | 3  | 2  | 2  | 4  | 6  |    |    |    | 3  |    |    | 12 | 1  |    | 21 |    |    |    | 2  | 17  |
| 02       | 33 | 59 | 54 | 18 | 9  | 35 | 16 |    |    | 24 | 42 |    |    |    |    | 62 | 9  | 45 |    | 13 | 33  |
| 03       | 9  | 16 | 3  | 25 | 52 | 5  | 2  |    | 1  | 1  | 2  |    | 43 | 1  | 10 | 4  | 16 | 5  |    | 4  | 3   |
| 04       | 2  | 6  | 5  | 2  | 41 | 8  | 2  |    |    | 3  | 1  |    | 32 | 2  | 1  |    |    |    |    |    | 19  |
| 05       | 12 | 27 | 6  | 50 | 72 | 26 | 6  | 14 |    | 7  | 18 |    | 11 |    |    | 37 | 89 | 32 | 3  |    | 42  |
| 06       | 6  | 4  | 5  | 5  | 2  |    | 1  |    |    |    |    |    | 1  |    |    |    | 1  |    |    | 3  | 1   |
| 07       | 4  | 7  | 3  | 25 | 57 | 5  | 2  | 3  |    |    | 3  |    | 39 |    |    | 8  | 10 | 37 |    | 2  | 13  |
| 08       | 3  | 2  | 2  | 31 | 60 | 4  | 5  | 2  |    |    | 7  |    | 52 | 1  | 1  |    | 5  | 9  |    | 3  | 7   |

TABLE XII

## Comparison of Major Topics Discussed by Percentage

| Book<br>No. | S    | F    | C    | T    | W    | R   | To  | E   | Co | A   | G   | Da | M    | Me  | Ag  | L    | Q    | Ma   | Mu | Oc   | Oth  |
|-------------|------|------|------|------|------|-----|-----|-----|----|-----|-----|----|------|-----|-----|------|------|------|----|------|------|
| 01          | 9.8  | 3.8  | 2.4  | 2.4  | 4.9  | 7.3 |     |     |    | 3.8 |     |    | 14.6 | 1.3 |     | 26.6 |      |      |    | 2.4  | 20.7 |
| 02          | 8.4  | 13.2 | 12.1 | 4.2  | 3.0  | 8.8 | 3.6 |     |    | 5.4 | 9.4 |    |      |     |     | 13.8 | 2.0  | 10.1 |    | 3.0  | 8.4  |
| 03          | 4.6  | 7.9  | 1.5  | 12.4 | 25.3 | 2.5 | 1.0 |     | .5 | .5  | 1.0 |    | 21.3 | .5  | 5.0 | 2.0  | 8.0  | 2.5  |    | 2.0  | 1.5  |
| 04          | 1.7  | 5.3  | 3.3  | 1.7  | 33.4 | 5.9 | 1.7 |     |    | 2.6 | .9  |    | 25.6 | 1.7 | .9  |      |      |      |    |      | 15.3 |
| 05          | 2.5  | 5.7  | 2.3  | 10.5 | 15.6 | 5.7 | 2.3 | 2.9 |    | 2.5 | 3.8 |    | 3.3  |     |     | 7.8  | 18.9 | 6.8  | .6 |      | 8.8  |
| 06          | 20.7 | 13.8 | 17.2 | 17.2 | 6.8  |     | 3.5 |     |    |     |     |    | 3.5  |     |     |      | 3.5  |      |    | 10.3 | 3.5  |
| 07          | 2.8  | 3.3  | 1.5  | 11.5 | 26.2 | 2.5 | .9  | 1.4 |    |     | 1.4 |    | 17.8 |     |     | 3.6  | 4.6  | 16.9 |    | .9   | 5.9  |
| 08          | 1.6  | 1.0  | 1.0  | 16.0 | 30.9 | 2.2 | 2.6 | 1.0 |    |     | 3.6 |    | 26.8 | .5  | .5  |      | 2.6  | 4.6  |    | 1.5  | 3.6  |



TABLE XIII

Comparison of Approved and Disapproved Characters by Number

| Book No. | Approved | Disapproved | Ambiguous |
|----------|----------|-------------|-----------|
| 01       | 77       | 5           | 0         |
| 02       | 409      | 1           | 42        |
| 03       | 76       | 87          | 39        |
| 04       | 42       | 47          | 27        |
| 05       | 389      | 40          | 48        |
| 06       | 15       | 0           | 14        |
| 07       | 98       | 76          | 45        |
| 08       | 80       | 90          | 24        |

TABLE XIV

Comparison of Approved and Disapproved Characters by Percentage

| Book No. | Approved | Disapproved | Ambiguous |
|----------|----------|-------------|-----------|
| 01       | 93.9     | 6.1         | 0.0       |
| 02       | 90.3     | .3          | 9.4       |
| 03       | 37.6     | 43.1        | 19.3      |
| 04       | 35.8     | 40.8        | 23.4      |
| 05       | 89.1     | .8          | 10.1      |
| 06       | 51.7     | 48.3        | 0.0       |
| 07       | 44.8     | 34.7        | 20.5      |
| 08       | 41.3     | 46.3        | 12.4      |

characters with only one of them having less than 40 percent of its paragraphs indicating disapproval.

In all of the eight books analyzed, with the exception of 01 the presentation of Indians and Indian themes was such that a large number of paragraphs having to do with Indians had to be coded as ambiguous.

#### 4.2 Analysis by Category

##### 4.2.1 The number of paragraphs devoted to Indians

The data presented in TABLE I was used for the most part to lead the investigator into the data compiled for the remainder of the study.

In all five thousand three hundred seventy-seven paragraphs in eight books were analyzed and found to include one thousand seven hundred seventy-one paragraphs devoted to Indians. Book 05 had the greatest number of paragraphs devoted to Indians and also the highest percentage at 100 percent. Book 06 had the least number of paragraphs devoted to Indians and the lowest percentage at 7.1 percent. The average percentage of paragraphs devoted to Indians was 33.2.

Two of the books, 02 and 05, were devoted almost exclusively to Indians.

##### 4.2.2 Topical classification of paragraphs

Of the categories used to classify the paragraphs topically it was found that the greater number of Indian references fell under the Pre-contact category, and the least number under the La Chine, War of 1812 and Moraviantown categories. The large number of Pre-contact refer-

ences was influenced by the fact that Book 02 was devoted almost entirely to the era before the arrival of Europeans in Canada. Book 02 had 95.4 percent devoted to the Pre-contact era.

In the eight books analyzed there was a serious lack of references to Indian participation in the historical development of Canada at almost all stages. A badly neglected area in the books analyzed is indicated by the lack of references in most of the books from the time of Lord Selkirk until the present day.

#### 4.2.3 Illustrative and decorative features

The data in TABLES IV, V and VI indicate, if we ignore Books 02 and 05, which are devoted exclusively to Indians, that Indian themes received very low illustrative and pictorial priority in the books analyzed. Even in Books 02 and 05 there were no color photographs or illustrations devoted to Indians.

Again, disregarding Books 02 and 05, the best illustrative and pictorial coverage received by the Indians was in Book 03 where they received 19 percent of the black and white illustrations and 21 percent of the small illustrations. The least exposure was in Book 07 where 7 percent of the black and white illustrations were devoted to Indians.

#### 4.2.4 Classification of Indians presented

As pointed out in TABLES VII and VIII Indians were most often presented in the books analyzed as tribes or simply as "Indians" in a very general way. In the eight books there were only thirty-nine

references to famous characters, twenty-six to warriors, thirty-four to women and ten to children. On the other hand there were five hundred thirty-three paragraphs identified or dealing with tribes and another seven hundred forty-eight that were coded "no classification" because the classification wasn't clear.

#### 4.2.5 Tribes selected

Here again the largest group fell under the heading "unidentified" due to the number of references that referred only to "Indians" or "natives". Book 05 is a collection of short biographies on famous Saskatchewan Indian leaders which explains why there appeared to be a large number of references to Saskatchewan Indians. If that book is disregarded there were only ninety-six references to Saskatchewan Indians. If Book 02 is disregarded there remain only sixty-two references to Saskatchewan Indians in the entire sample.

Even in Book 02 which deals exclusively with Indians two hundred thirty-three paragraphs fell under the unidentified classification while only thirty-four were identified as Saskatchewan Indians.

In the eight books six hundred forty-three paragraphs fell under the unidentified category and eighty-six were classified as "other" indicating that they were Indian groups not found in Canada.

#### 4.2.6 Major topics discussed

It was found that in the eight books analyzed in the study Indians were mentioned most frequently in connection with war and weapons,

manners and customs, transportation, legends and qualities of character with 197, 190, 157, 132 and 130 references, respectively.

Ten percent of the total number of paragraphs in all the books devoted to Indians is one hundred seventy-seven, and only the topics war and weapons and manners and customs were discussed in over 10 percent of the paragraphs.

Topics discussed in less than 2 percent of the total paragraphs (thirty-four) were tools, education, communication, domestic animals, medicine, agriculture, music and occupation. Shelter, religion and government received mention in 5 percent or less of the total paragraphs.

#### 4.2.7 Approval and disapproval of Indians presented

Books 02 and 05, both devoted almost exclusively to Indians, showed 90.3 percent and 89.1 percent, respectively, of Indians presented, while Book 01 which was a picture geography of Canada indicated 93.9 percent approval of Indians presented.

None of the other five books indicated a high percentage of approval of Indians and in three of the five disapproval was greater than approval while in the other two there was less than a 10 percent difference in the number of approved over disapproved characters.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the presentation of a summary of the study, presentation of conclusions and recommendations based on the study.

#### 5.1 Summary

##### 5.1.1 The problem

The purpose of this study was to examine eight elementary school social studies textbooks using the method of content analysis to analyze the treatment of Indians in the books selected for the study.

Developing an understanding and acceptance of people of a variety of cultural and linguistic backgrounds is an important task of the school. Increasingly in Canada there are demands on the part of Indian parents, organizations and groups for the development of more accurate and relevant content to be used in teaching about Indians in school.

It was conceded at the outset that not all teaching about Indians is done in social studies programs and not all information about Indians is presented through textbooks. However, it was recognized that the textbook is often the basic guide for many teachers and students, and often the single source for historical information presented in social studies courses in elementary school classrooms. It is likely that Saskatchewan elementary school children, both Indian and non-Indian, are forming some of their attitudes about Indians from the approved textbooks

which deal specifically with Indian-Canadians in specific Canadian historical situations.

It was felt that it would be useful to analyze the treatment of Indians in a selected sampling of elementary school social studies textbooks in order to measure the amount of information these textbooks contained about Indians and to indicate somewhat the scope and nature of the information contained.

Apart from the need to begin work in this area in order to indicate possible directions for further research, it was felt that the findings of the study would be potentially useful to teachers, administrators, departments of education, curriculum planners and others concerned with elementary school textbooks. It was especially hoped that the conclusions and recommendations of the study would be useful to Indian parents and Indian organizations who require more documentation and evidence to support their efforts at making education systems more responsive to their needs.

#### 5.1.2 The procedures used

It was felt that because Saskatchewan elementary school social studies programs often introduce topics concerned with Canadian history and geography in Division II that selection of textbooks from this grade level was potentially productive for the purposes of this study. A review of the literature indicated that the majority of Indian children do complete Division II, but fewer stay in school to the end of Division III and fewer still complete Division IV so it is likely that they receive

most of their formal knowledge about their history from Division II programs.

For the purposes of content analysis of the textbooks the guidelines of Berelson were used to develop the categories. The procedures developed by Dr. Hargopal Dhand of the University of Saskatchewan, Saskatoon, were adapted and modified to suit the purposes of this study.

Data Work Sheets and Data Summary Sheets were used to gather and record information concerning frequency of occurrence of paragraphs devoted to Indians in the textbooks, topical classification of the paragraphs, illustrative and decorative features of the textbooks, classification of Indians presented, tribes selected, major topics discussed and approval or disapproval of Indians presented. The data were tabulated in both numerical and percentage form.

Findings of the study were presented in CHAPTER IV in tabular form along with necessary interpretations and explanations.

A pilot study and validation procedure were carried out with students and professors of the College of Education, University of Saskatchewan in order to validate the method.

## 5.2 Conclusions

After examination of the data, a number of conclusions were reached by the investigator. They are listed below. It should be noted that the conclusions pertain only to the textbooks analyzed in this study.

1. The books gave an incomplete historical picture of Indian-



Canadians. There was an over emphasis on topics dealing with Pre-contact information and information on the contact with Champlain and the founding of New France while the areas of La Chine, Moraviantown, Ville Marie, the Iroquois as United Empire Loyalists, the war of 1812, the Selkirk settlers, contact with the NWMP, treaty making, the Northwest Rebellion and the period from 1885 to the present were badly neglected.

2. Indian themes received low priority in the number and quality of illustrative and decorative features in the books. The books dealing exclusively with Indians had a much higher proportion of illustrative and decorative features devoted to Indians, however, most of them were small and none of them were in color.

3. Indians were presented in such a manner as to detract from an understanding of the diversity of Indian cultures, language and personality. In the majority of cases they appeared as tribes or not classified. The books presented Indians in a manner that lends itself to the encouragement of broad generalizations concerning an extremely wide variety of people that are classified as Indians.

4. There was a lack of variation in the tribes presented and a lack of information concerning Indian groups found in Saskatchewan with the exception of Book 05 which dealt in a biographical manner almost exclusively with Saskatchewan Indians. The books failed to reflect the wide range of tribal, cultural and linguistic uniqueness of the original inhabitants of what is now Canada.

5. The books failed to reflect the richness and variety of

Indian cultures in Canada and tended to overemphasize war and weapons, manners and customs, legends and qualities of character while ignoring tools and technology, education, communications, domestication of animals, medicine, agriculture, art, religion, music, occupations, shelter and government.

6. In all but two of the books there was a high degree of unfavourable or negative presentation of Indian characters with a disproportionate presentation of disapproved Indian characters.

7. For the most part Indians just are not there except for the initial contact with Europeans, the beginning of the fur trade and a brief re-emergence during the Northwest Rebellion of 1885.

8. With the exception of Books 02 and 05, the textbooks analyzed will not contribute positively to helping Indian and non-Indian elementary school students in Saskatchewan know and understand the Indian dimension of Canadian history and culture.

9. There is an immediate need for further research and action with respect to the production, selection and recommendation of social studies textbooks for use in Saskatchewan elementary school classrooms.

10. The method of content analysis can be a useful research tool in assessing the scope, nature and suitability of content in school textbooks.

### 5.3 Recommendations

The following recommendations were drawn directly from the analysis of the data and a review of the conclusions reached:

1. It is recommended that Books 03, 04, 06, 07 and 08 be immediately deleted from the list of approved textbooks for Saskatchewan elementary schools.

2. It is recommended that immediate, increased effort be made to see that school teachers become aware of the need to present a more complete and balanced picture of Indian history and culture and that it will be necessary for them to draw on resources other than textbooks in order to do so.

3. It is recommended that authors, editors and publishers be made aware of the need for a more complete and balanced approach to the presentation of Indians in textbooks intended for use in elementary schools.

4. It is recommended that immediate, determined effort be made for the publishing of textbooks and other materials dealing directly with Indian participation in the development of Canada from the time of contact right through to the present day.

5. It is recommended that the textbook adoption process of Departments of Education be reviewed and that content analysis be used as one of the selection criteria.

6. It is recommended that elementary school teachers and their pupils use the same methods used in this study to assess the materials they are now using.

7. It is recommended that through the representation of Indians on curriculum committees and a textbook selection committees textbooks

reflecting negatively on Indian history and culture be removed from the list of recommended textbooks.

8. It is recommended that there be made available and used in Saskatchewan elementary schools a large number of books, collections of graphic material, motion pictures and other audio-visual aids dealing directly with Indian life and background.

9. It is recommended that when manuscripts dealing with Indian life are in the process of publication publishers secure the editorial opinions and the cooperation of qualified Indian teachers and leaders regarding the accuracy and suitability of the materials.

#### 5.4 Other Recommendations

The recommendations made in this section are based partly on the findings reported in the study, but are also influenced by the experience and interests of the author. It was hoped that in this way the recommendations would be potentially more useful.

1. It is recommended that a provincial committee made up of Indian parents, Indian university and high school students and teachers of Indian ancestry be immediately set up to review all social studies textbooks recommended for use in Saskatchewan schools with the view of informing the Department of Education which textbooks should be withdrawn from and which should be added to the recommended list.

2. It is recommended that this committee be under the direction of the Indian Culture Centre at the University of Saskatchewan, Saskatoon

and that they meet for a period of from one to two months each summer for the purpose of reviewing textbooks and other school materials recommended for use in the schools.

3. It is recommended that funding for the committee be shared jointly by the Department of Indian Affairs and Northern Development of the Federal government, the Saskatchewan Indian and Metis Department and the Saskatchewan Department of Education.

4. It is recommended that the following guide be used by the committee to evaluate the textbooks reviewed:

- a). Is the history of Indian-Canadians presented as an integral part of the history of Canada throughout the nation's development?
- b). Does the text explain that the first discoverers of Canada were those people whom Columbus described improperly as Indians?
- c). Is the data contained in the textbook accurate?
- d). Does the textbook faithfully describe the culture and lifeways of the Indian-Canadian at a time in history when Europeans first came into contact with them?
- e). Is the culture of Indian-Canadians described as a dynamic process, so that their social systems and lifeways are seen as dynamic processes rather than static ones?
- f). Does the textbook accurately describe the position of the Indian-Canadian in the history of Canada--socially,

economically and politically?

- g). Does the textbook describe the religions, philosophies and contribution to thought of Indian-Canadians?
- h). Does the textbook adequately and accurately describe the life and situation of the Indian-Canadian in the world of today?

5. It is recommended that this study be followed by similar studies of textbooks and other teaching materials currently in use in Saskatchewan elementary school classrooms.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

### A. BOOKS

1. Beals, Carleton. American Earth. J.B. Lippincott, Philadelphia, 1939.
2. Berelson, Bernard. Content Analysis in Communication Research. The Free Press, Glencoe, Illinois, 1952.
3. Boorstin, Daniel. The Americans, The National Experience. Random House, New York, 1966.
4. Budd, R.W., R.K. Thorp and L. Donohew. Content Analysis of Communications. Macmillan, New York, 1967.
5. Channing, Edward. History of the United States. Macmillan, New York, 1928.
6. Costo, Rupert (ed.). Textbooks and the American Indian. The Indian Historian Press Inc., San Francisco, 1970, 254 pp.
7. Current, Richard N., T. Harry Williams and Frank Freidel. American History, A Survey. Second Edition. Alfred A. Knopf, New York, 1966.
8. De Voto, Bernard. Introduction to Joseph K. Howard, Strange Empire. Morrow, New York, 1952, p. 8.
9. Gates, Arthur I. Interest and Ability in Reading. Macmillan, Toronto, 1930.
10. Good, Carter V. (ed.). Dictionary of Education. McGraw-Hill, New York, 1959.
11. Himmelweit, Hilda T., A.N. Oppenheim and Pamela Vince. Television and the Child. Oxford University Press, New York, 1958, 522 pp.
12. Hough, Emerson. The Passing of the Frontier. Yale University Press, New Haven, 1893.
13. Jovanovich, William. Now Barabbas. Harper, New York, 1964, 228 pp.
14. Laswell, Harold D. The Analysis of Political Behavior--Empirical Approach. Routledge and Kegan Paul Inc., London, 1949, 314 pp.



15. \_\_\_\_\_, Daniel Lerner and Ithiel de Solo Pool. The Comparative Study of Symbols. Stanford University Press, Stanford, 1952, 87 pp.
16. Mather, Cotton. Magnalia Christi Americans, quoted in Alden T. Vaughn, New England Frontier. Little Brown and Company, Boston, 1965.
17. Pierce, Bessie Louise. Civic Attitudes in American School Textbooks. University of Chicago Press, Chicago, 1930, 382 pp.
18. Pohorecky, Zenon. Saskatchewan Indian Heritage I., The First Two Hundred Centuries. Extension Division, University of Saskatchewan, Saskatoon, 1970.
19. Tyler, L.G. Narratives of Early Virginia. Scribner's New York, 1907.
20. Uhl, W.H. The Materials of Reading. Silver, Burdett and Company, New York, 1924.
21. Vaillant, George L. Aztecs of Mexico. Doubleday, Doran and Company, Garden City, New York, 1941.
22. Verrill, A. Hyatt. The American Indian, North, South and Central America. Appleton and Company, New York, 1927.
23. Walker, Francis. Quoted in Jack D. Forbes (ed.). The Indian in America's Past. Prentice-Hall, Englewood Cliffs, N.J., 1964.
24. Wesley, Edgar Bruce. Teaching Social Studies in High Schools. D.C. Heath and Company, Boston, 1950.

#### B. BOOKS--PARTS OF SERIES

1. Bamberger, Florence E. The Effect of the Physical Make-up of a Book Upon Children's Selecting. The John Hopkins University Studies in Education, Number 4, Baltimore. The John Hopkins Press, 1922.
2. Jahoda, Marie, Mortan Deutsch and Stuart W. Cook. Research Methods in Social Relations. Parts One and Two of the Society for Psychological Study of Issues. Two Volumes. The Dryden Press, New York, 1951, 759 pp.
3. Jenness, Diamond. The Indians of Canada. National Museum of Canada, Bulletin 65, Anthropological Series Number 15. Third Edition. Ottawa, 1955.

C. PUBLICATIONS OF GOVERNMENT, LEARNED SOCIETIES  
AND OTHER ORGANIZATIONS

1. American Council, Institute of Pacific Relations Inc. Treatment of Asia in American Textbooks. New York, 1946.
2. American Council on Education. Latin America in School and College Teaching Materials. Report of the Committee on the Study of Teaching Materials in Inter-American Subjects. Washington, 1944.
3. Government of Saskatchewan. Circular Related to Textbooks. Department of Education, Regina, July, 1970.
4. \_\_\_\_\_. Elementary School Curriculum Guide for Division II. Department of Education, Regina, July, 1965.
5. Hawthorn, Harry B. (ed.). A Survey of the Contemporary Indians of Canada. Volumes I and II. Indian Affairs Branch, Ottawa, 1967.
6. Henshaw, Henry. "Popular Fallacies," in V.W. Dodge (ed.). Handbook of American Indians. Bureau of American Ethnology, Bulletin 30. Two Volumes. Government Printing Office, Washington, Volume II, 1907-1910, p. 283. ✓
7. Quillen, James. Textbook Improvement and International Understanding. American Council on Education, Washington, 1948, 78 pp.
8. Stamp, Kenneth M., and others. The Negro in American History Textbooks. California State Department of Education, Sacramento, June, 1964.
9. The Canada-United States Committee on Education. A Study of National History Textbooks Used in the Schools of Canada and the United States. The American Council on Education, Washington, 1947.

D. PERIODICALS

1. Adams, John B. "A Qualitative Analysis of Domestic and Foreign News on the AP TA Wire," Gazette, Volume X, Number 4, 1964, pp. 285-291.
2. Berelson, Bernard, and Patricia J. Slater. "Majority and Minority Americans: An Analysis of Magazine Fiction," Public Opinion Quarterly, Volume X, Spring, 1946, pp. 168-186.
3. Church, A.M. "What Should Americans Know About the Far East,"

Harvard Educational Review, Volume X, October, 1940, pp. 454-465.

4. Feynman, Richard P. "New Textbooks for the New Mathematics," California Education, Volume III, 1966, pp. 8-14.
5. Henry, Jeanette. "Our Inaccurate Textbooks," The Indian Historian, Volume I, Number 1, December, 1967, pp. 21-24. ✓
6. Janis, Irving L., Raymond H. Fadner and Morris Janowitz. "The Reliability of a Content Analysis Technique," Public Opinion Quarterly, Volume VII, Summer, 1943.
7. Kreisber, M. "Soviet News in the New York Times," Public Opinion Quarterly, Volume XI, Spring, 1947, pp. 40-57.
8. Krug, Mark M. "On Rewriting of the Story of Reconstruction in the United States History Textbooks," Journal of Negro History, Volume XLVI, July, 1961, pp. 133-153.
9. Niemeyer, John J. "The Bank Street Readers: Support for the Movement Toward an Integrated Society," Reading Teacher, Volume XVIII, 1965, pp. 542-545.
10. Otto, Henry J., and Frances Flournoy. "Printed Materials," Review of Educational Research, Volume XXVI, April, 1956, pp. 115-124.
11. Riley, Matilda W. and John W. Riley, Jr. "A Sociological Approach to Communication Research," Public Opinion Quarterly, Volume XV, Winter, 1951, pp. 445-460.
12. Vogel, Virgil J. "The Indian in American History Textbooks," Integrated Education, Volume I, Number 3, May-June, 1968, pp. 16-36. ✓

#### E. ESSAYS AND ARTICLES IN COLLECTIONS

1. Laswell, Harold D. "The Structure and Function of Communication in Society," The Communication of Ideas. Lyman Bryson, (ed.). Harper and Brothers, New York, 1948, pp. 37-51.

#### F. ENCYCLOPEDIA ARTICLES

1. Hilton, Ernest. "Textbooks," Encyclopedia of Educational Research. Fourth Edition. Robert L. Ebel (ed.). The Macmillan Company, London, 1969, pp. 1470-1478.

## G. UNPUBLISHED MATERIALS

1. Abbott, Hazel B. "And What of the Indian? His Literature and His Treatment in Our Dramatic Literature," Unpublished M.A. Thesis. Columbia University, 1924.
2. Awkward, Joseph C. "The Incidence and Treatment of Human Behavior Concepts in Upper Elementary Social Studies Textbooks," Unpublished Doctoral Thesis. University of Virginia, Charlottesville, 1964, 127 pp.
3. Barrie, Elizabeth, F. "A Study of the Indian in William Gilmore Simms' Novels and Short Stories," Unpublished M.A. Thesis. University of South Carolina, 1941.
4. Carmichael, Elizabeth H. "An Analysis of the Indian Unit as Found in Elementary Grades," Unpublished M.A. Thesis. George Washington University, 1932.
5. Chew, Victoria. "Social Sciences Generalizations in Selected Second-Grade Textbooks," Unpublished Doctoral Thesis. University of California, Berkley, 1966, 146 pp.
6. Cokern, Florence O. "An Evaluation of Southwest Books for Primary Children," Unpublished M.A. Thesis. University of Texas, Austin, 1940.
7. Connolly, James E. "A Rhetorical Analysis of the News of the North American Service of Radio Moscow," Unpublished Doctoral Thesis. University of Minnesota, Minneapolis, 1962, 235 pp.
8. Deadhar, Shyama. "The Treatment of India in American Social Studies Textbooks, 1921-1952," Unpublished Doctoral Thesis. University of Michigan, Ann Arbor, 1954, 284 pp.
9. Dhand, Hargopal. "A Value Analysis of Saskatchewan Social Studies Textbooks," Unpublished Doctoral Thesis. University of Montana, 1967, 147 pp.
10. Dunn, Fannie Wyche. "Interest Factors in Primary Reading Material," Unpublished M.A. Thesis. Teachers College, Columbia University, New York, 1921.
11. Farmer, Freda M. "The Changing Attitude of American Authors Toward Indians," Unpublished M.A. Thesis. Ball State Teachers College, Muncie, Indiana, 1953.
12. Gill, Eloise W. "The Changing Attitude Toward the Indian in

American Literature," Unpublished M.A. Thesis. Louisiana State University, 1935.

13. Goodrich, Herbert. "Man and Society in Mass Media Fiction: The Pattern of Life in the Mass Media as Revealed by Content Analysis Studies," Unpublished Doctoral Thesis. University of Illinois, Urbana, 1964, 494 pp.
14. Huff, Martha Rebecca. "The Indian Element in Twentieth Century Spanish-American Novels," Unpublished M.A. Thesis. University of Texas, Austin, 1940.
15. Kennedy, Leonard Milton. "The Treatment of Moslem Nations, India and Israel in Social Studies Textbooks Used in Elementary and Junior High Schools of the United States," Unpublished Doctoral Thesis. Washington State University, Pullman, 1960, 170 pp.
16. Leechman, Douglas. "The Popular Concept of the 'Red Indian' as Revealed in Literature," Unpublished M.A. Thesis. University of Ottawa, 1940.
17. Leeds, Josephine. "Longfellow's Use of Indian Lore," Unpublished M.A. Thesis. Columbia University, 1929.
18. Martin, Helen. "Nationalism in Children's Literature," Unpublished M.A. Thesis. University of Chicago, 1934.
19. Montgomery, Ester Dean. "The Indian in American Fiction, 1820-1850," Unpublished M.A. Thesis. State University of Iowa, 1927.
20. Morgan, Paul. "The Treatment of the Indian in Southwestern Literature Since 1915; A Study of Primitivism," Unpublished Doctoral Thesis. University of Texas, Austin, 1954.
21. Nelson, Horatia D. "Indian Character and Customs as Portrayed in the Novels of James Fenimore Cooper," Unpublished M.A. Thesis. Ohio State University, Columbia, 1932.
22. Palmer, John R. "The Treatment of Social Change in High School History Textbooks," Unpublished Doctoral Thesis. University of Illinois, Urbana, 1960, 245 pp.
23. Peronne, Vito. "An Image of America Conceived in Mexican and Argentina Social Studies Textbooks," Unpublished Doctoral Thesis. Michigan State University, East Lansing, 1963, 238 pp.
24. Prewitt, Dorothy. "The North American Indian in English Poetry," Unpublished M.A. Thesis. State University of Iowa, 1923.

25. Raasch, Elaine L. "The Character of the Mexican-Indians as Described by Some Sixteenth Century Spanish Writers," Unpublished M.A. Thesis. University of Illinois, Urbana, 1951.
26. Ratcliffe, Robert Henry. "A Critical Analysis of the Treatment Given Representative Social Science Ideas in Leading Eleventh Grade American History Textbooks," Unpublished Doctoral Thesis. Northwestern University, Evanston, Illinois, 1966, 128 pp.
27. Sluman, Mrs. Kenneth. "Submission to the Curriculum Revision Committee, Department of Education," Unpublished Manuscript. Winnipeg, 1964, 19 pp.
28. Sullivan, Cecile G. "The Indian as Treated by Cooper and Simms," Unpublished M.A. Thesis. Yale University, New Haven, Conn., 1925.
29. Takaki, Tori. "The Treatment of Japan and People of Japanese Descent in Senior High School American Textbooks," Unpublished Doctoral Thesis. University of Michigan, Ann Arbor, 1954, 297 pp.
30. Tracy, Elizabeth A. "The Indian in American Drama, 1766-1856," Unpublished M.A. Thesis. Smith College, Northampton, Mass., 1932.
31. Urich, Ronald V. "The Reflective Approach to Social Studies Education and Historical Explanations in American History Textbooks," Unpublished Doctoral Thesis. Ohio State University, Columbus, 1965, 138 pp.

APPENDIX A

DATA WORK SHEETS

## DATA SHEET A

## Number of Paragraphs Devoted to Indians

Author's Name: \_\_\_\_\_ Book No. \_\_\_\_\_

Title of Book: \_\_\_\_\_ Data Sheet No. A

Place of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_

Date of Publication: \_\_\_\_\_

Total Pages \_\_\_\_\_

Total Number of Paragraphs \_\_\_\_\_

Number of Paragraphs Devoted to Indians \_\_\_\_\_

Textbook  
Page

Paragraphs Devoted to Indians



## DATA SHEET B

## Topical Classification of Paragraphs

Author's Name: \_\_\_\_\_ Book No. \_\_\_\_\_  
Title of Book: \_\_\_\_\_ Data Sheet No. B  
Place of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_  
Date of Publication: \_\_\_\_\_  
Total Paragraphs: \_\_\_\_\_ Total Pages: \_\_\_\_\_

Textbook P C Ch VM CB L U 1812 M S RR MP T 1885 Pr O  
Page

Note: The symbols P, C, Ch, VM, CB, L, U, 1812, M, S, RR, MP, T, 1885, Pr, O, represent Pre-contact, contact with Cartier, alliance with Champlain and French-Iroquois enmity, the founding of Ville Marie, the Coureur De Bois, the attack on La Chine, Iroquois as United Empire Loyalists, the War of 1812, Moraviantown, the Selkirk Settlers, the Red River Rebellion, contact with the Northwest Mounted Police, treaty making with western Indians, the Rebellion of 1885, 1885 to the present and "other", respectively.

## DATA SHEET C

## Illustrative and Decorative Features

Author's Name: \_\_\_\_\_ Book No. \_\_\_\_\_

Title of Book: \_\_\_\_\_ Data Sheet No. C

Place of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_

Date of Publication: \_\_\_\_\_

Total Pages: \_\_\_\_\_

|          |      |      |      |      |      |      |      |      |      |      |
|----------|------|------|------|------|------|------|------|------|------|------|
| Textbook | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   |
| Page     | I NI | I NI | I NI | I NI | I NI | I NI | I NI | I NI | I NI | I NI |

Note: The numbers 1 through 10 stand for black and white photograph, color photograph, black and white illustration, color illustration, small photograph, full page photograph, double page photograph, small illustration, full page illustration, double page illustration, respectively. The letter "I" and "NI" stand for Indian and non-Indian, respectively.

## DATA SHEET D

## Classification of the Indians Presented

Author's Name: \_\_\_\_\_ Book No. \_\_\_\_\_  
Title of Book: \_\_\_\_\_ Data Sheet No. \_\_\_\_\_ D  
Place of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_  
Date of Publication: \_\_\_\_\_  
Total Pages: \_\_\_\_\_

| Textbook<br>Page | Tribe | Type | Famous<br>Character | Chief<br>War-<br>rior | Woman | Child | No Classi-<br>fication |
|------------------|-------|------|---------------------|-----------------------|-------|-------|------------------------|
|------------------|-------|------|---------------------|-----------------------|-------|-------|------------------------|

## DATA SHEET E

## Tribes Selected

Author's Name: \_\_\_\_\_ Book No. \_\_\_\_\_

Title of Book: \_\_\_\_\_ Data Sheet No: E

Place of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_

Date of Publication: \_\_\_\_\_

Total Pages: \_\_\_\_\_

Textbook  
Page

Saskatchewan

Canadian

Other

Unidentified

## DATA SHEET F

## Major Topics Discussed

Author's Name: \_\_\_\_\_ Book No. \_\_\_\_\_  
 Title of Book: \_\_\_\_\_ Data Sheet No. F  
 Place of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_  
 Date of Publication: \_\_\_\_\_  
 Total Pages: \_\_\_\_\_

Textbook  
 Page

S F C T W R To E Co A G Da M Me Ag L Q Ma Mu Oc Oth

Note: The letters S, F, C, T, W, R, To, E, Co, A, G, Da, M, Me, Ag, L, Q, Ma, Mu, Oc, Oth, stand for shelter, food, clothing, transportation, war and weapons, religion, tools, education, communications, art, government, domestic animals, money or trading, medicine, agriculture, legends and literature, qualities of characters, manners, music, occupation and others, respectively.

## DATA SHEET G

## Approval or Disapproval of Indians in Paragraphs

Author's Name: \_\_\_\_\_ Book No. \_\_\_\_\_  
Title of Book: \_\_\_\_\_ Data Sheet No.   G    
Place of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_  
Date of Publication: \_\_\_\_\_  
Total Pages \_\_\_\_\_

| Textbook<br>Page | Approved | Disapproved | Ambiguous |
|------------------|----------|-------------|-----------|
|------------------|----------|-------------|-----------|

Note: The individuals or groups presented are considered approved if they fall under any or all of the descriptions of likeable, personable, wise, desirable, respectable, honest, upright, kind, generous, pretty, handsome, etc.; they are disapproved if they fall under the opposite in any or all of these descriptions. Ambiguity is selected when they don't clearly fall into either category.

APPENDIX B  
DATA SUMMARY SHEETS

## DATA SUMMARY SHEET A

| Book<br>No. | Number of Paragraphs<br>Devoted to Indians | Percentage of Orientation<br>Based on Paragraphs |
|-------------|--|--|
|-------------|--|--|



## DATA SUMMARY SHEET B

## Topical Classification of Paragraphs

Book  
No.

## Number of Paragraphs Devoted to

P C Ch VM CB L U 1812 M S RR MP T 1885 Pr O

Book  
No.

## Percentage of Paragraphs Devoted to

P C Ch VM CB L U 1812 M S RR MP T 1885 Pr O

## DATA SUMMARY SHEET C

## Illustrations and Decorative Features

| Book<br>No. | Number of Illustrations and Photographs<br>Devoted to Indians |   |   |   |   |   |   |   |   |    |
|-------------|---|---|---|---|---|---|---|---|---|----|
|             | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Book<br>No. | Percentage of Illustrations and Photographs<br>Devoted to Indians |   |   |   |   |   |   |   |   |    |
|-------------|---|---|---|---|---|---|---|---|---|----|
|             | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

## DATA SUMMARY SHEET D

## Classification of Indians Presented

| Book<br>No. | Tribe | Type | Number Classified as: |       |              |       |       | No Classi-<br>fication |
|-------------|-------|------|-----------------------|-------|--------------|-------|-------|------------------------|
|             |       |      | Famous<br>Character   | Chief | War-<br>rior | Woman | Child |                        |

| Book<br>No. | Tribe | Type | Percentage Classified as: |       |              |       |       | No Classi-<br>fication |
|-------------|-------|------|---------------------------|-------|--------------|-------|-------|------------------------|
|             |       |      | Famous<br>Character       | Chief | War-<br>rior | Woman | Child |                        |

## DATA SUMMARY SHEET E

## Tribes Selected

| Book<br>No. | Number of Tribes |        |       |                   | Percentage of Tribes |        |       |                   |
|-------------|------------------|--------|-------|-------------------|----------------------|--------|-------|-------------------|
|             | Sask.            | Canada | Other | Uniden-<br>tified | Sask.                | Canada | Other | Uniden-<br>tified |

## DATA SUMMARY SHEET F

## Major Topics Discussed

Book No.

Number of Paragraphs Devoted to  
S F C T W R To E Co A G Da M Me Ag L Q Ma Mu Oc Oth

Book No.

Percentage of Paragraphs Devoted to  
S F C T W R To E Co A G Da M Me Ag L Q Ma Mu Oc Oth

## DATA SUMMARY SHEET G

## Approval and Disapproval of Indians in Paragraphs

| Book<br>No. | Number of Paragraphs |             |           | Percentage of Paragraphs |             |           |
|-------------|----------------------|-------------|-----------|--------------------------|-------------|-----------|
|             | Treating Indians as: |             |           | Treating Indians as:     |             |           |
|             | Approved             | Disapproved | Ambiguous | Approved                 | Disapproved | Ambiguous |

APPENDIX C

INSTRUCTIONS TO STUDENTS PARTICIPATING IN THE PILOT STUDY

The purpose of this study is to have you code each of the eight paragraphs presented to you according to the categories outlined on the work sheet. All paragraphs deal with Indians or Indian groups and you are to decide which category each paragraph best fits under on each of the work sheets. The following explanations will assist you:

#### WORK SHEET A

Each of the paragraphs is numbered and the numbers in the left hand column of the work sheet correspond to each paragraph. The letters across the top of the work sheet are abbreviations for the topical classifications given at the bottom of the work sheet. Read these before proceeding to read and code the paragraphs.

Begin by reading the first paragraph and after you complete it, across from the number 1 place a check (✓) in what you consider to be the appropriate column. Repeat for each of the other paragraphs.

#### WORK SHEET B

The letters across the top of the page are abbreviations for the topics listed at the bottom of the page. Read these and then proceed as on the previous work sheets.

#### WORK SHEET C

You are to decide whether the paragraphs indicate approval or disapproval of Indian individuals or groups. The explanation at the bottom of the work sheet gives the criteria for indications of approval, disapproval or ambiguity. Read this and then proceed as on the previous work sheets.



Please do not sign your name.

Thank you for your participation in this study.

---

J.A. Hammersmith

APPENDIX D

WORK SHEETS USED BY STUDENTS AND VALIDATORS

## WORK SHEET A

## Topical Classification of Paragraphs

| Paragraph<br>Number | P | C | Ch | VM | CB | L | U | 1812 | M | S | RR | MP | T | 1885 | Pr | O |
|---------------------|---|---|----|----|----|---|---|------|---|---|----|----|---|------|----|---|
| 1                   |   |   |    |    |    |   |   |      |   |   |    |    |   |      |    |   |
| 2                   |   |   |    |    |    |   |   |      |   |   |    |    |   |      |    |   |
| 3                   |   |   |    |    |    |   |   |      |   |   |    |    |   |      |    |   |
| 4                   |   |   |    |    |    |   |   |      |   |   |    |    |   |      |    |   |
| 5                   |   |   |    |    |    |   |   |      |   |   |    |    |   |      |    |   |
| 6                   |   |   |    |    |    |   |   |      |   |   |    |    |   |      |    |   |
| 7                   |   |   |    |    |    |   |   |      |   |   |    |    |   |      |    |   |
| 8                   |   |   |    |    |    |   |   |      |   |   |    |    |   |      |    |   |

Note: The symbols from left to right above represent to topics Pre-contact (that is, before the arrival of Europeans in North America); contact with Cartier; the alliance with Champlain and/or French-Iroquois enmity; the founding of Ville Marie; the Coureur De Bois; the attack on La Chine; Iroquois as United Empire Loyalists; the War of 1812; Moravian-town; the Selkirk Settlers; the Red River Rebellion; contact with the Northwest Mounted Police; treaty making with the western Indians; the Rebellion of 1885; 1885 to the present; and "other". If the paragraph does not fit into any of the topical classifications, check the "other" column.

## WORK SHEET B

## Major Topics Discussed

Paragraph  
Number

S F C T W R To E Co A G Da M Me Ag L Q Ma Mu Oc Oth

1

2

3

4

5

6

7

8

Note: The letters from left to right across the top stand for: shelter, food, clothing, transportation, war and weapons, religion, tools, education, communication, art, government, domestic animals, money or trading, medicine, agriculture, legends and literature, qualities of character, manners, music, occupation and others.

## WORK SHEET C

## Approval and Disapproval of Indians in Paragraphs

| Paragraph<br>Number | Approved | Disapproved | Ambiguous |
|---------------------|----------|-------------|-----------|
| 1                   |          |             |           |
| 2                   |          |             |           |
| 3                   |          |             |           |
| 4                   |          |             |           |
| 5                   |          |             |           |
| 6                   |          |             |           |
| 7                   |          |             |           |
| 8                   |          |             |           |

Note: The Indian individuals or groups presented are considered approved if they fall under any or all of the descriptions of likeable, personable, wise, desirable, respectable, honest, upright, kind, generous, pretty, handsome, etc.; they are disapproved if they fall under any or all of the opposite of these descriptions. Ambiguity is selected when they don't clearly fall into either category.

APPENDIX E  
PARAGRAPH SELECTIONS

1. Though only an elected and not a hereditary chief, Poundmaker ruled his band of two hundred fifty young braves by moral suasion. It was strange that he should have been called "Old Poundmaker" because he was at this time not more than forty years of age.

2. The beads first used by Indians were carved out of oyster, clam or quahaug shells which they picked up on the eastern and western shores of the continent. The Indian women strung these crude, uneven beads, which they called wampum, on threads of sinew or worked them into belts. Wampum was the Indian name for string of shell beads.

3. When Jacques Cartier first landed in Canada, he met red-skinned folk who spoke a language he did not understand. Two years later, when he got as far as Quebec, he met more of these people. His next voyage took him as far as Montreal. Again he met the red-skinned people. Like other men of his time, Cartier believed he was near India. And like them, he called these strange folk "Indians".

4. They can with truth be called savages, as there are no people poorer than these in the world. I believe they do not possess anything to the value of five pennies, apart from their canoes and nets. Their whole clothing consists of a small skin, with which they cover their loins . . . . They showed us by signs how they prepare the foods they have and how these grow. They will not eat anything that is salted. They are great thieves and will steal all they can.

5. The Iroquois and Huron tribes, who lived in the valley of the St. Lawrence River, learned to till the soil. Since they had neither spades nor ploughs, they scratched the surface of the soil with pointed sticks before planting their seed. They grew Indian corn, beans, pumpkins and tobacco. But they thought they were having poor fare unless

their braves were able to bring home plenty of grain and fish.

6. Far to the south in Mexico lived a race of partly civilized Indians. A similar civilized tribe was to be found in South America. In other parts of North America the Indians were uncouth savages. They were a reddish, copper-colored race with high cheek-bones, black hair and dark piercing eyes. Due to an active outdoor life, they were strong and hardy.

7. The Iroquois had never seen white men before and knew nothing of their guns. When Champlain fired, killing two of their Chiefs, they were terrified. To them the report of the gun must have sounded like thunder and the death of their Chiefs seemed like some kind of magic. When another Frenchman fired, killing one more warrior, the Iroquois turned in terror and fled into the woods.

8. During the autumn of 1648 and the spring of 1649, large Iroquois war parties prowled through the Huron country. Everywhere they brought torture and death to the wretched people. Missions and villages were burned and the country left an empty desert. Father David was killed in the fighting at St. Joseph. At St. Louis, Father Breboeuf and Lalemant were captured after directing the defence of these villages. The Iroquois showed their hatred by torturing them without mercy. Breboeuf was scalped while still alive. The savage Iroquois then poured boiling water over his head in mockery of Christian baptism. After many other tortures the two missionaries were finally burned at the stake.



APPENDIX F  
PILOT STUDY RESULTS

## WORK SHEET A

| Paragraph<br>Number | Investigator's<br>Coding | Students'<br>Coding    | Percentage of<br>Agreement |
|---------------------|--------------------------|------------------------|----------------------------|
| 1                   | 1885                     | 13-1885<br>1-T<br>1-MP | 87.5                       |
| 2                   | P                        | 15-P                   | 100.0                      |
| 3                   | C                        | 15-C                   | 100.0                      |
| 4                   | C                        | 12-C<br>1-Ch<br>2-O    | 80.3                       |
| 5                   | P                        | 13-P<br>2-C            | 87.5                       |
| 6                   | O                        | 13-O<br>2-P            | 87.5                       |
| 7                   | Ch                       | 15-Ch                  | 100.0                      |
| 8                   | Ch                       | 13-Ch<br>2-VM          | 87.5                       |
| Average:            |                          |                        | 90.3                       |

## WORK SHEET B

| Paragraph<br>Number | Investigator's<br>Coding | Students'<br>Coding | Percentage of<br>Agreement |
|---------------------|--------------------------|---------------------|----------------------------|
| 1                   | G                        | 12-G<br>3-Q         | 80.3                       |
| 2                   | A                        | 14-A<br>1-C         | 93.8                       |
| 3                   | Oth                      | 15-Oth              | 100.0                      |
| 4                   | Q                        | 14-Q<br>1-Ma        | 93.8                       |
| 5                   | Ag                       | 15-Ag               | 100.0                      |
| 6                   | Q                        | 15-Q                | 100.0                      |
| 7                   | W                        | 15-W                | 100.0                      |
| 8                   | W                        | 14-W<br>1-Q         | 93.8                       |
| Average:            |                          |                     | 95.2                       |

## WORK SHEET C

| Paragraph<br>Number | Investigator's<br>Coding | Students'<br>Coding | Percentage of<br>Agreement |
|---------------------|--------------------------|---------------------|----------------------------|
| 1                   | Ap                       | 13-Ap<br>2-Amb      | 87.5                       |
| 2                   | Amb                      | 14-Amb<br>1-Ap      | 93.8                       |
| 3                   | Amb                      | 14-Amb<br>1-Ap      | 93.8                       |
| 4                   | Dis                      | 15-Dis              | 100.0                      |
| 5                   | Amb                      | 15-Amb              | 100.0                      |
| 6                   | Dis                      | 15-Dis              | 100.0                      |
| 7                   | Dis                      | 12-Dis<br>3-Amb     | 80.3                       |
| 8                   | Dis                      | 15-Dis              | 100.0                      |
| Average:            |                          |                     | 94.4                       |

APPENDIX G

RESULTS OF THE VALIDATION

## WORK SHEET A

## Topical Classification of Paragraphs

| Paragraph<br>Number | Investigator's<br>Coding | Coding of Five<br>Validators |
|---------------------|--------------------------|------------------------------|
| 1                   | 1885                     | 4-1885<br>1-T                |
| 2                   | P                        | 5-P                          |
| 3                   | C                        | 5-C                          |
| 4                   | C                        | 5-C                          |
| 5                   | P                        | 4-P<br>1-O                   |
| 6                   | O                        | 4-O<br>1-P                   |
| 7                   | Ch                       | 5-Ch                         |
| 8                   | Ch                       | 4-Ch<br>1-CB                 |

## WORK SHEET B

## Major Topics Discussed

| Paragraph<br>Number | Investigator's<br>Coding | Coding of Five<br>Validators |
|---------------------|--------------------------|------------------------------|
|---------------------|--------------------------|------------------------------|

|   |   |     |
|---|---|-----|
| 1 | G | 5-G |
|---|---|-----|

|   |   |            |
|---|---|------------|
| 2 | A | 4-A<br>1-C |
|---|---|------------|

|   |     |       |
|---|-----|-------|
| 3 | Oth | 5-Oth |
|---|-----|-------|

|   |   |            |
|---|---|------------|
| 4 | Q | 4-Q<br>1-C |
|---|---|------------|

|   |    |             |
|---|----|-------------|
| 5 | Ag | 4-Ag<br>1-F |
|---|----|-------------|

|   |   |     |
|---|---|-----|
| 6 | Q | 5-Q |
|---|---|-----|

|   |   |     |
|---|---|-----|
| 7 | W | 5-W |
|---|---|-----|

|   |   |     |
|---|---|-----|
| 8 | W | 5-W |
|---|---|-----|

## WORK SHEET C

## Approval or Disapproval

| Paragraph<br>Number | Investigator's<br>Coding | Coding of Five<br>Validators |
|---------------------|--------------------------|------------------------------|
| 1                   | Approved                 | 4-Approved<br>1-Ambiguous    |
| 2                   | Ambiguous                | 4-Ambiguous<br>1-Approved    |
| 3                   | Ambiguous                | 4-Ambiguous<br>1-Approved    |
| 4                   | Disapproved              | 5-Disapproved                |
| 5                   | Ambiguous                | 5-Ambiguous                  |
| 6                   | Disapproved              | 5-Disapproved                |
| 7                   | Disapproved              | 4-Disapproved<br>1-Ambiguous |
| 8                   | Disapproved              | 5-Disapproved                |



The coding of the five validators were compared first with each other and then with the codings of the investigator to compute the percentage agreement. The results were as follows:

#### WORK SHEET A

1. Four of the paragraphs indicated 100 percent agreement among the validators.
2. The remaining four paragraphs indicated 80 percent agreement.
3. The overall percentage of agreement among the five validators was 90.

#### WORK SHEET B

1. Five paragraphs indicated 100 percent agreement among the validators.
2. The remaining three paragraphs indicated 80 percent agreement among them.
3. The overall percentage of agreement was 92.5

#### WORK SHEET C

1. Four paragraphs indicated 100 percent agreement.
2. The remaining four paragraphs indicated 80 percent agreement.
3. The overall percentage of agreement was 90.

The percentage of agreement, taking in all three work sheets was 90.8.

With each paragraph, on each work sheet, the percentage of agreement among the five validators as well as among the validators and the

investigator was significantly higher than any disagreements and the method was accepted by the investigator as being valid.

APPENDIX H

LETTER TO VALIDATORS

Dear \_\_\_\_\_:

The writer is doing a content analysis of eight Division II social studies textbooks approved by the Department of Education for use in elementary schools in Saskatchewan. The purpose of the study is to examine the books for their treatment of Indian-Canadians.

Your assistance in the validation of the procedure used is solicited.

Enclosed you will find paragraph selections and work sheets for coding the paragraphs under various categories. Please read the instructions carefully and then proceed with the coding.

Please sign your name on the first page in the space provided and return the sheets to me personally as soon as possible.

Your assistance is very much appreciated and will contribute substantially to accomplishing the purposes of this study.

Yours sincerely,

J.A. Hammersmith

APPENDIX I

CORRELATION AMONG VALIDATORS--PERCENTAGE OF AGREEMENT

## WORK SHEET A

| Paragraph<br>Number | P   | C   | Ch | VM  | CB | L | U | 1812 | M | S | RR | MP | T | 1885 | Pr | O  |
|---------------------|-----|-----|----|-----|----|---|---|------|---|---|----|----|---|------|----|----|
| 1                   |     |     |    |     |    |   |   |      |   |   |    |    |   | 80   |    |    |
| 2                   | 100 |     |    |     |    |   |   |      |   |   |    |    |   |      |    |    |
| 3                   |     | 100 |    |     |    |   |   |      |   |   |    |    |   |      |    |    |
| 4                   |     | 100 |    |     |    |   |   |      |   |   |    |    |   |      |    |    |
| 5                   | 80  |     |    |     |    |   |   |      |   |   |    |    |   |      |    |    |
| 6                   |     |     |    |     |    |   |   |      |   |   |    |    |   |      | 80 |    |
| 7                   |     |     |    | 100 |    |   |   |      |   |   |    |    |   |      |    |    |
| 8                   |     |     |    | 80  |    |   |   |      |   |   |    |    |   |      |    |    |
| Average             | 90  | 100 |    | 90  |    |   |   |      |   |   |    |    |   | 80   |    | 80 |

Overall Average: 92.5 percent

## WORK SHEET B

| Paragraph<br>Number | S | F | C | T | W | R | To | E | Co | A | G | Da | M | Me | Ag | L | Q | Ma | Mu | Oc | Oth |
|---------------------|---|---|---|---|---|---|----|---|----|---|---|----|---|----|----|---|---|----|----|----|-----|
| 1                   |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
|                     |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
| 2                   |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
|                     |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
| 3                   |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
|                     |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
| 4                   |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
|                     |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
| 5                   |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
|                     |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
| 6                   |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
|                     |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
| 7                   |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
|                     |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
| 8                   |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
|                     |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |
| Average             |   |   |   |   |   |   |    |   |    |   |   |    |   |    |    |   |   |    |    |    |     |

Overall Average: 92.5 percent

## WORK SHEET C

| Paragraph<br>Number | Approved | Disapproved | Ambiguous |
|---------------------|----------|-------------|-----------|
| 1                   | 80       |             |           |
| 2                   |          |             | 80        |
| 3                   |          |             | 80        |
| 4                   |          | 100         |           |
| 5                   |          |             | 100       |
| 6                   |          | 100         |           |
| 7                   |          | 80          |           |
| 8                   |          | 100         |           |
| Average             | 80       | 95          | 83.3      |

Overall Average: 90.0 percent



APPENDIX J

LIST OF TEXTBOOKS ANALYZED

## Book Number

## Title

- 01 Quinn, Vernon. Picture Map Geography of Canada. Longman Canada Limited, Toronto, 1954.
- 02 Kidd, Kenneth E. Canadians of Long Ago. Longman Canada Limited, Toronto, 1951.
- 03 Guillet, Mary, and Edwin Guillet. Pathfinders of North America. Macmillan, Toronto, 1957.
- 04 Reid, Ernest H. Canada, Land of the Beaver. School Aids Publications Limited, Saskatoon, 1951.
- 05 Weekes, Mary. Great Chiefs and Mighty Hunters. School Aids and Textbook Publishing Company Limited, Regina, N.D.
- 06 Stull, D., and Roy W. Hatch. Journeys Through Many Lands. Allyn and Bacon, New York, 1958.
- 07 Brown, G.W. Readings in Canadian History. J.M. Dent and Sons (Canada) Limited, Toronto, 1940.
- 08 Garland, Aileen. Canada--Then and Now. Macmillan, Toronto, 1954.